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ESTABLISHED 1870.

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WHEN the wise men came to Jurusalem two thousand years ago they were pointed to a child in a humble manger. To all but the deepest thinkers that sight offered but little hope; but as time rolls on, it is growing plainer that THE CHILD is really the hope of the world, and that mothers and teachers are ministering to the real kings of the earth. In the teacher's hands is the moral regeneration of the world. More than all other persons, the teacher may take courage and high hope as Christmas Day comes round. The Teacher and the Child! The world leans heavier each year on the work and words of its educators. Teachers! we hail you at this Christmas-tide as the world's true benefactors!

IT is a good thing to have ideals, if they are the right kind of ideals; but a stream cannot rise higher than its source, neither can actions be better than thoughts. A teacher who knows nothing about teaching, but what is learned by attending a poor school, cannot do good work. Occasionally a genius appears who raises himself into better thinking, but such prodigies are rare. They flame out in the firmament of humanity as stars of the first magnitude. Homer, Shakespeare, and Milton were of that class; but the immense majority of the human race belong to ordinary mortals who must be content to work up the thinking of others into new forms. Originating new thoughts is not their possibility. They are not necessarily plodders or imitators, but they can never be creators.

There are very few who have mental force sufficiently strong to enable them to draw deductions from admitted principles. It is idle to say to the majority of teachers: "Take this axiom and from it work out your own conclusions." *They cannot do it.* They must be told what and how to do, and cautioned not to make many variations, for they will be certain to get lost if they wander far from the beaten path.

In the young teacher is our hope. The old fossil, who is a fogy, cannot be rejuvenated. Having no power of original thinking, and having his ideals fixed, he cannot change even if he would. He will do better work to be let alone, for however bad his manners, they would be infinitely worse if he should become lost in the wilderness of uncertainty. But it is a sin past all computation to lead young teachers into the path of perfunctory following. What they need most of all is a little power of imagination and invention, guided by the pole star of correct reason. It is all nonsense to cram young teachers with the dried-up husks of "Word-method," "Language-teaching," and "Object-lessons!" It will destroy their mental digestion forever. Give them the power of thinking out their own thinking, reasoning out their own reasoning, and knowing the processes of their own mental action. Let them learn how a child learns, and know how the mind grows; let them know how to let in light on *all sides* of a pupil, and get rid of the infernal notion that learning dates, and rules, and processes, and exceptions belong to any part of education.

THERE is a remarkable analogy between plant growth and child growth. When a plant is exposed to the sun on one side, it causes unequal growth. Turning it around is not the best treatment. Put it in a place where it can receive the light *on all sides*, and, if in a proper soil, it will thrive. It is not right to give a child one kind of educational food. His whole nature must be nourished. A plant growing in the sunshine, with soil and moisture, rejoices in its surroundings and leaps up toward the sky. It is just so with a child when in its proper place. All healthy growth is pleasurable.

AN irksome and painful task stultifies and dwarfs the nature. A gnarled and stunted oak was made contrary to its will. Left to itself, in proper conditions, it would have grown up a beautiful tree. A well-educated man grew into his symmetry. His teachers nourished his nature, stimulated his desires, and thus he became an all-sided man. God makes his own children with just the natures they need, and any one who assumes to know more than his Creator about what a child wants, is impious! To find out what kind of mental, spiritual, and physical food God intended a child to have in order to grow, is the highest kind of wisdom. We meet thousands of men and women who were nearly starved to death in their younger days, and all their lives they show it. They are cross-grained, crooked, ill-formed and fashioned; and men say it is total depravity, and lay all the blame upon Adam.

The cause should be placed at the door of total ignorance of child-nature. "Train up a child in the way he should go and he *will not* depart from it." If he does go astray, it is because he was not trained "in the way he should go." Better a thousand-fold that a child should be left with no training at all than that some ignorant tinker should spoil a divine model, in attempting to carry out an insane theory of education. Study human child-nature! Follow the way it leads! Give a child full scope to follow out its own God-given activities; let them lead where they may! Follow on after, using incentives and motives, but never, *never*, NEVER thwart the young mind in quest of its own innate, spontaneous likings. These are *divine* indications pointing heavenward.

THERE is a theory of child-nature that assumes, that what a young person wants is just what he shouldn't have. It teaches that a certain quantity of evil must be taken out before much good can be put in. Now, while a young nature is not like a piece of white paper, on which a life-history is to be written, it is certainly not a sink of iniquity, which must be cleansed before education can have a chance to stay. The child has in itself the germ of future possibilities. Its impulses are *growing ones*; but it depends upon surroundings what kind of growth it becomes.

WORDS without thoughts never to heaven go.—HAMLET.

THE State Association of School Commissioners and Superintendents will meet at Ithaca, Jan. 20, 21, and 22, 1886.

'Tis beauty that doth oft make women proud;
'Tis virtue that doth make them most admired;
'Tis government that makes them seem divine.
—*Henry VI., Part 3.*

IT was always yet the trick of our English nation, if they have a good thing, to make it too common.—*Henry IV., Part 2.*

THE *American* says, "that whenever the politicians in Philadelphia make up their minds to be economical at somebody's expense, they just cut down the salaries of the teachers and there is no more to be said."

A YOUNG lady who had just taken off tight shoes exclaimed, "O, this is bliss." "Yes," said her friend, "but it would have been blister to have kept them on." We commend this to grammar makers who wish a new illustration of comparison.

CHICAGO is in luck. By the will of one person it has had a gift of $2 500,000 for the forming of a public reference library, and now another bequest of $800,000 for a polytechnic school has become available. The trustees propose to establish an institution something like the Cooper Union.

THE women school-teachers of Des Moines, Iowa, are in a critical position. The school board has passed a resolution making resignation impossible before the end of the school year. And this because so many of the young women have fallen into the habit of resigning for the purpose of marrying, in the middle of the term.

DR. J. M. GREGORY claims that the average boy or girl of ten or twelve years, in one school year can learn all the arithmetic necessary for practical business life, or for the higher course in mathematics. If this be true, it follows that at least three-fourths of the time and labor usually spent by the teacher and pupils upon this branch may be said to be wasted.

DR. RAUB of the *Educational News*, says concerning the method of requiring students to study and answer the questions of the State Board of Education, that it is "a species of quackery quite popular with teachers who cram themselves for examination, but we doubt if it is creditable either to the profession or the profession's journalism." This is sound doctrine which we most heartily endorse.

IT is reported that a Congregational clergyman, not a thousand miles from Pittsfield, Mass., received from a friend a basket of choice champagne. Soon after a dear friend—a professor not far from Amherst—paid him a visit, and at dinner the champagne was sampled. The afternoon of the same day at school a little son of the divine was questioned in geography, and was asked what he knew about Lake Champlain. He replied that he knew all about it, for his papa had some of the water for dinner that very day, and that it came in bottles.

How is it with the boys of to-day? What do they do? Study, study, study! What do they learn? Books, books, books! The whole system might be likened to a huge conspiracy not to put vitality into boys, but to take it out of them. The stomach is fevered. The brain is wearied by premature strain put upon it. The nerve-force is exhausted by continuous toil. The physique is neglected in its culture. The boy that takes the prize at the Latin School is famous among his mates at the close of the term, and that is all the world ever hears of him. The education which books give, they have. But the education work gives, they have not. And the worst of it is, the forces which should make them strong in performance have been weakened and drained out of them.—*California Teacher.*

THE *Boston Commonwealth* tells teachers "to do their work with an eye single to the needs of children, to the function of the schools, to the rights of the people, and the good of the country, and leave their own standing to take care of itself." Yes, and on the other side we are told that *five* votes out of twenty-four can defeat the annual re-election of a teacher in Boston, and that this was what dismissed Col. Sprague, one of the most successful teachers in America. It is all well enough for the *Commonwealth* to preach, but more practicing would seem to be a little more consistent.

PROFESSOR R. E. POST, candidate for the office of state superintendent of New York, is a native of Chautauqua County. He has worked his way from the district school to an honorable position among the educators of the country. For a time he was a member of the regular institute faculty of the state, and during the past twenty years has been actively engaged in the work of education. He is a thorough and successful business man, pronounced in his opinions, yet with all congenial and approachable. In his hands the educational interests of the state would not only be safe but prosperous.

THE Board of Education did a sensible thing in providing that persons holding political offices shall not be appointed school trustees. The beneficial effect of this resolution was shown in ridding the XIXth Ward of Dock Commissioner Koch as a school trustee. It was not long ago that he dragged politics into the public schools in the appointment of a supporter as principal over the heads of many veteran teachers deserving of promotion. It would do well for the Board to take a dose of its own medicine. If we remember right, a principal of a school was recently elected on account of influences coming direct from the City Hall; at least it was so stated by President Walker. See our New York City department of this week.

The Louisville Courier-Journal says:

"The Georgians may have sinned by burning a big colored school that had been maliciously set up in the midst of their costliest property, but people who have lived near or on the line of any public school, white or black, will not grieve long over wickedness of this sort. The public school has become one of the greatest nuisances that residents of cities have to endure."

Concerning these remarks the *N. Y. Tribune* retorts:

"The fact that schools for white as well as colored children are refered to thus contemptuously, need not obscure the real meaning of the writer. So long as such a sentiment prevails the solution of the problem of the education of the colored people is a long way off."

THOSE who advocate making all offices in the gift of the people political, will get a good deal of comfort from a recent speech in the House of Representatives at Washington. A chaplain was to be elected. A good man was proposed as a candidate, but he was not enough of a party man to suit the majority, so a member arose and said, "I nominate a man for chaplain who loves God, hates the devil and always votes the straight democratic ticket. Knowing the northern Methodists of Illinois as I do, I ask if a minister of that church who has voted the democratic ticket in Illinois for twenty-five years does not deserve well of a democratic house, who does?" This was a clincher. The democratic minister was elected by an overwhelming majority, and will proceed, we suppose, to give to the House daily examples of sound, democratic Methodist prayers.

A WAN school teacher entered a book store near Greenville, Miss., a few days since, dragging after her a small, fat boy, who held in one little paw a mutilated "first reader," and with the other wiped his weeping eyes and pug nose.

"Have you any first readers except these?" asked the school teacher.

"Any except these?" repeated the book man. "Why, ma'am, these are the nice little books I sold you the other day; surely you haven't any objection to them?"

"They have pictures in them and the boys can't learn anything from them," said the tearful teacher.

"Not learn because of the pictures? Impossible! Why, ma'am, the pictures are put there for the purpose of helping the scholars to learn. Allow me to give you a lesson in the art." Then turning to the boy: "Come, sit in this chair, my man, and let me see if you are not a wise fellow; take your book and begin here on this page; now look good at the picture, then spell the word."

The boy having cleared away sufficient tears and dirt to enable him to see, sat upon a chair with his stumped-toed boots two feet from the floor, and taking the book began:

"D o g, dog."

"Ah!" said the bookseller; "you see, ma'am? Now, my man," he added, sitting down and closing his eyes complacently, "now, my man, proceed."

"R-a-t, mouse. P-i g, hog," proceeded the boy.

"No, no, not so fast!" cried the bookseller, startled. "Why, you see this fellow eating cheese is too large to be a mouse, so we call him a rat; and this animal eating potato parings is too small to be a hog, so we cell him a pig; understand? Well, go on, then, and look attentively at the pictures."

"P-a-i-l, bucket. I-n-k, inkstand," spelled the boy, gazing at the pictures.

"No, no!" cried the bookseller, and began to explain. The explanation lasted some twenty minutes, after which the bookseller said again:

"Understand, now? Well, then go on again and be sure to look close at the pictures, so you will know what they are." The boy began again, with his nose almost touching the page:

"V-a-t, tub. Q-u-i-l, feather. O-x, cow."

"Stop!" roared the bookseller.

The boy stopped, put down the book, and took up a howl.

"Madame," said the bookseller to the school teacher, "I will order a lot of unillustrated first readers to morrow."—*Detroit Free Press.*

IN an up-town private school for children, a few days ago, the tutor giving a recitation on English literature read from the fourth act of "Macbeth," and had got to the lines:

"Double, double, toil and trouble,
Fire burn, and cauldron bubble,"

when the children showed that they were a little puzzled. The teacher, to give them an explanation that their young minds could understand, said: "This, my dears, is a picture of three old maids cooking a man." One of the children knowing that the gray-haired teacher was a maiden lady, went home and told her parents the story, adding: "Mamma do you think she ever cooked a man?"

What kind of writing should be taught in our schools? In certain quarters the high shouldered, angular style is highly fashionable, and the delicate Italian hand at a discount. Much is said about "individuality" in writing, and great contempt is expressed for a system that prides itself on its clearness, and legibility. The exact forming of the letters as universally taught in our best schools is at the foundation of all writing, whether it be a Murray Hill scrawl or the card-writers precision A y is a y, however disfigured by contortions. If it is to be recognized it must have some resemblence, even though most remote, to the original letter. There is no more *original* "personality" in a written than a printed y. Any individual may invent a way of twisting a y into a hideous or artistic shape and call the production his "individuality." This term is used to cover up a vast amount of outrageously poor penmanship. Let us teach our pupils

to write so that a man with decent eyes can tell at a glance what they mean, and have done with pedantry under the name of a "*stylish*" hand.

No intelligent teacher will ever attempt to carry out to the strict letter any of our existing rules and systems.—*Tate's Phil. of Ed'n.*

From an Elmira paper we read that "the most important work of the board of education, at its last meeting, was the selection of a superintendent of schools in place of Mr. C. B. Tompkins." In the same article we read, that "Mr. Tompkins has been superintendent of schools for five years, and no complaints against him have been made." The Elmira papers speak in the highest terms of his ability in administering his office. No charge is made against his character or popularity. These are facts. Then why is he summarily turned out? Simply because the political complexion of the board has recently changed. Dr. Merrill, a physician, is elected in his place on a strict party issue. We have nothing to say against Dr. Merrill. He may be, as he is said to be, "a gentleman of education and refinement, wide-awake, enterprising, and energetic." He may be all this and more, but he is a doctor and he supplants a professional teacher, who has faithfully done his work; an indefatigable worker, completely wrapped up in his duties, for no cause removed, but for the crime of political views, which he has never unduly obtruded upon anybody. We don't know whether Dr. Merrill is a Democrat or a Mugwump, or what Mr. Tompkins professes to believe in politics, but we do know that Dr. Merrill would indignantly resent the imputation that his political opinions in any way unfit him for the practice of his profession, or in the least qualifies him for superintending one of the most enlightened cities in the State of New York. If he is the man we take him to be, he will at once write a letter to the Board of Education somewhat like the following:

To the Board of Education, Elmira.

Gentlemen:—

Your letter informing me of my election, by your honorable body, as superintendent of schools of this city, is hereby acknowledged. In reply, I beg leave to decline the honor for the following reasons.

1. As a physician, I do not assume to be a professional educator.

2. In my opinion, educational offices should be filled by educational men.

3. By your action you turned out an able man, who has been doing good work, without specifying charges. This is directly contrary to the principles of the Civil Service Reform, so ably advocated by President Cleveland, Governor Hill, and General Grant. Your action strikes a death blow to the efficiency and independence of our free school system, and degrades educators to the common level of trading politicians. Gentlemen, I do not belong to that class.

I have the honor to be,

Your obedient servant,

G. V. R. Merrill.

Such a letter from Dr. Merrill would mark him as a high-minded, enlightened, professional gentleman, not desirous of assuming an office belonging to another profession.

EDITORIAL CORRESPONDENCE.

There is no subject more vitally connected with the success of our city schools than the duties of

Assistant Superintendents.

Two gentlemen and two ladies have been appointed to this important office in Philadelphia. The city is divided into two districts and to each is assigned two superintendents. They are cultivated, well-trained, energetic, and fully in sympathy with the city superintendent in his views of reform. They *are not examining officers.* They do not report to the central office on any system of grading, but they are helpers, supporters, aids, and counsellors, not in any perfunctory manner, but in a general as well as personal sense. It is not expected that these visits should in any way affect the standing of the teachers only in a general, professional way. In order to carry these out ideas

Teachers' Meetings

were commenced in order to give the superintendent and his assistants an opportunity to point out to the teachers in what respects they may improve. Supt. MacAllister says:

"Teachers are entitled to assistance and guidence in their work, *and the chief duty of the superintendent is to see that these are freely and faithfully given.* If mistakes are to be corrected, they must be pointed out; if changes are desired, help must be rendered in bringing them about; if new methods are to be followed, they must be expounded and exemplified. During the past eight months I have held a series of conferences with the primary teachers, in which I have labored to present such topics as seemed to me calculated to lay a foundation for the changes in the teachers' work I had in view. My own efforts were ably seconded by a series of *twenty-eight* meetings, which were conducted by the assistants, Misses Kirby and Haggenbotham. The more minute details were taken up by them, and explicit directions given as to the more important topics of the course.

The italics in the foregoing selection are ours. We commend these words to the Board of Education and the superintendent of the schools of New York City. In addition to these meetings a Course of Lectures on the History and Science of Education has been delivered by the superintendent, which has been largely attended. The result of all this work will soon be seen in making the schools of Philadelphia the foremost in the Union.

The Manual Training School.

It has been said that the Quaker City has fallen into line in the work of industrial training in the schools. The Board of Public Education has opened a Manual Training School for the instruction of boys who have graduated from the grammar schools A suitable building has been fitted up and furnished with all needful appliances, and competent instructors have been appointed to superintend operations. It is not the trade, but the use of tools that is to be taught, or, in other words, the school is strictly for manual training. Of course, as every educator knows, the training of the hand means the training of eye, taste, judgment, and all the corelated perceptive faculties as well. This institution is understood to be but the commencement of a system which is to be gradually extended down through all grades of the public schools. These new departures in the direction of industrial training, which we are chronicling from week to week, will be watched with great interest by students of the hard educational and moral problems which are everywhere pressing for solution. The argument which the *Bulletin* so well puts admits, of a much wider application:—"Whatever adds to Philadelphia's industrial forces; whatever increases the class of her skilled mechanics; whatever tends to dignify manual labour; whatever enlarges the opportunities of honest self-support, puts money into Philadelphia's pocket and reinforces the elements of Philadelphia's greatness. These training schools have come into existence by no fanatical creation of educational theorists, but as the necessity of the times; and as such they must be liberally supported. Whatever their cost, it will come back to Philadelphia a hundred-fold."

This school is not intended to make artisans, but to bring into action *all* the forces of child-nature and *educate* the *whole* boy into a noble manhood. It is in no sense a trade school.

The Free Industrial Art School.

The object and plan of this school is set forth in the circular given us by the Hon. A. M Spangler, Chairman of the Com. on Industrial Art Education. It says:

"It is a matter of vital importance to the individual and to the nation, that the boy shall so fully understand himself as to know, as far as such knowledge is obtainable, what is *good* for him, even though he fails to determine that which is absolutely *best.* It is the province and special function of the Industrial Art School to search out and deve ope the latent powers of its pupils, and provide them with means and opportunities for determining whether their natural gifts lie in the direction of mechanical or artistic pursuits, or neither.

A fact that should be impressed on the mind of every parent, as well as of every boy and girl, is, that the public schools, as at present organized, afford the scholars no opportunities for familiarizing themselves with the manual arts and industries. Hence, if they desire to learn a trade or become artists, they are, when they graduate, almost helpless and without other resource than to begin to learn afresh, and with comparatively few of the advantages afforded them by this school. It needs not the saying that the boy who at fifteen can draw reasonably well, who understands the nature of and can handle with tolerable readiness, the fundamental tools used in industrial callings, has many advantages which are not possessed by him who has not acquired even such moderate skill. The moral is obvious."

The sessions of the Industrial Art School are held on Tuesday and Thursday afternoons of each week, from half-past two until half-past four o'clock, and on Saturday mornings from ten to twelve o'clock.

In this school 450 pupils are instructed at a total expense of $6,000. Each grammar class in the city is entitled to a representative.

Our space is so nearly exhausted we have only room to say that there are twenty-eight

Free Kindergartens,

maintained at an expense of $10,896. This is a grand benevolence, exerting untold good in moulding public opinion and preparing a large number of young children for properly receiving the benefits of a future school course.

In conclusion we will say that it would do numberless School Boards good to go to Philadelphia and study the forces now lifting that Quaker City into the clear light of modern educational thought. A great work remains to be done, but the start has been made and an impetus given, that will send the car of progress a long way ahead. It will not take ten years, if no obstacle intervenes, to make Philadelphia the foremost educational city in this country.

J. A.

The "New Education" is not dying; it shows no signs of death. Never before were there so many evidences of improvement. Better text-books, and more of them, more school journals, more books on education, reading, circles organized, libraries established, larger institutes, and greater attendance at normal schools, better understanding of educational principles, employment of better methods, and a better public sentiment, all indicate that we are in an era of progress, not retrogression. Certain methods are found not to harmonize with educational principles, certain educators fail to accomplish hoped-for results, but still educational improvement continues. The correction of a mistake is a step forward, just as surely as the mistake was a step backward. The errors of a mistaken advocate of the "New Education" is not a just cause for rejection of the "New Education" itself. The errors of the ablest advocates of the "New Education" cannot prejudice the candid mind from a thorough examination of its claims. Progress is dependent upon experiment and discovery, and is always attended by many mistakes. Those who never step out of a beaten path never make any discoveries. Those who leave the old paths, and make a new one for themselves, find difficult traveling, and are apt to fall into errors; but, to quote Col. Parker: "Blundering in the right direction is infinitely better than persistently going in the wrong direction."

The success of Col. Parker in the schools of Quincy and elsewhere brought him prominently before the public as the leading advocate of the "New Education," and now thousands of teachers, among both his friends and enemies, regard, the "New Education" as simply the methods of Col. Parker.—*The Iowa Teacher.*

The examinations of applicants for positions through the Civil Service Commission have been quite thorough in subjects not especially connected with the offices the candidates are expected to fill. The *Sun*, of this city, has been especially severe in exposing this fallacy. In a recent issue it supposed a case in which an applicant for a "fat" office was examined by President Cleveland himself. He has prepared a set of questions very

difficult, *in some respects*, but having no special reference to the work required to be done. Here they are:

"1. The Civil Service Act requires that not more than two of the three Commissioners shall be adherents of the same political party. State, if you can, to what political party you really belong.

"Were you mixed up in any way with the Fraud of 1876, either as an agent or as a beneficiary?

"3. Name the Governors of Arkansas, in their order, from the admission of that state to the Union in 1836.

"4. Divide 63 7-16 by 874.0691×.

"5. Render into grammatical English the first ten pages of Hon. Dorman B. Eaton's letter of June, 1883, in defense of the competitive examination system.

"6. Who was the mother of Zebedee's children?

"7. Describe a Mongoose, and give the component parts *seriatim*.

"8. Have you ever been accused of hebetudinosity? How many times?

"9. What is the right of infangthef, and when, if ever, is it heteroptical?

"10. Who invented cart wheels?

"11. What is the railroad fare between Washington and Chicago? When the railroad company charges you $13 for transportation between the two cities, are you prepared to swear that the ticket cost you $26.50?

"12. Explain the commonly received theory of the mazurka.

"13. What is the essential difference, ethical, legal, and metaphysical, between stealing money from the United States Treasury by false vouchers and perjured affidavit, and picking the pocket of a Jeffersonian Democrat? State clearly your views on this subject, and put them in the form of a brief but respectful letter to the First Auditor.

"14. Do you drink gin? Do you drink ginger ale. Are you addicted to the lemonade habit?"

Similar questions have frequently been asked teachers—questions, at least, equally as irrevelant.

THE SCHOOL-ROOM.

A MODEL SCHOOL.

By Supt. C. W. Springer, Webster Co., Neb.

AN IDEAL SCHOOL.

Our model school is an ideal one to some extent, and ought to be while improvement and progress are the watchwords. It is a neat school-house, pleasantly located, and thoroughly furnished, making it a home for the teachers and pupils. At the opening of the term everything is found in its proper place, the children are clean, hair and clothing neatly arranged; they take the seats assigned them by the teacher pleasantly; every convenience for a thorough ventilation of the room has been provided; the small children sit on the seats suited to their size and comfort; pupils are taught how to keep the air in the room at its proper temperature; the teacher oversees and controls everything quietly, yet with a firm hand. At least once a month, a physician whose judgment can be relied upon, visits each room and inquires into the sanitary condition of the school, and reports to the school board his approval or recommendation for changes to be made. Outbuildings are carefully watched that no obscene writing is found or nuisances committed upon the premises, and disinfectants are freely used at proper times. Parents send their children to school properly clothed and instructed to avoid those things detrimental to health, as wet feet, damp clothing, etc.

OPENING OF SCHOOL

As there is a proper place for everything, so there is a proper time for everything—opening and closing, studying and reciting, leaving the seat or asking questions. Our school does not open in the morning at half-past nine or ten o'clock, and close at three, or at some time when a friend calls anxious to take us out riding, but at regular and stated hours. Every pupil understands this and aims to be prompt, or brings a proper excuse. The opening exercises consist of the reading of some portion of Scripture from which the teacher impresses some moral lessons as benevolence, kindness, truth, sobriety, etc., or by singing by the school, or both. Sectarian instruction as such is carefully avoided, but the great moral truths that regulate humanity and make men's lives more beautiful, good, and true, are zealously promulgated.

WHAT SHALL BE TAUGHT.

The teacher is now ready to impart instruction. We will not discuss the preparation, qualification and character of the teacher, suffice it to say he or she is deemed qualified to conduct our model school. Now what shall be taught? A smattering of arithmetic, grammar, geography, and reading? We say emphatically, NO! A young lady in the east returned from boarding school, and related the sum of her accomplishments to a gentleman friend, when he retorted with more truth than was flattering to the young lady's vanity: "Yes, a little French, a little music, a little German, and you know nothing of either." John Stuart Mill said, "The aim of all intellectual training for the mass of the people should be to cultivate common sense." We are to leave those things we have no time to teach; and, whatever the special branch of investigation, we are to pursue that long enough to give us power to comprehend it, and a breadth of thought to enable us to grapple with other things for ourselves. Not how many problems solved, how many pages of grammar recited, but how much power of mind has been attained; *i.e.* how much have the perceptive faculties been developed, how much have the reasoning powers been increased, and how strong are the retentive faculties. These are the great things to be sought after, and to be found in our model school.

THE RECITATION.

The teacher assigns a lesson, not long, but one of which the pupil already has some comprehension; but if not sufficient, then the teacher by a series of questions or explanations so leads the minds of the pupil that he can get a clear idea of the subject and its relation to what has gone before. This calls forth the judgment of the teacher, but our teacher is equal to the emergency, and says the right word at the right time, leaving the pupil encouraged to investigate for himself, and he begins to study. We confine our study for the present to knowledge derived from books, so that we assume that we have a uniformity, and are as near what we need as the times allow.

So that having begun within our comprehension, we go on from the "known to the unknown" taking but one thing at a time, and thoroughly mastering that in its related order to other things, endeavoring to fix it in the memory, in such a manner that the next thought shall not crowd it out, but complement and broaden it, with the whole attention fixed, and the world shut out for the time. That is study!

Five objects may be noticed as making a perfect recitation. First, testing the pupils knowledge of the subject under consideration; secondly, illustrating and proving his statements; thirdly, an opportunity for the teacher to give further information on the subject; fourthly, to correct any errors that may have arisen in the mind of the child; fifthly, preparing for future study. Manner and position of teacher is worth a great deal. In Germany a teacher does not sit during the recitation, or hold a book in his hand. Use the black board freely for everything. Require pupils to speak distinctly. Induce your pupils to think, then to express their thoughts clearly. Let definitions and rules be recited with exactness, other matters in the pupil's own language. In questioning let the teacher be careful not to recite the lesson for the pupil.

PERSONAL INTEREST.

Give individual attention to each pupil, and thus develop every power possible; the human mind is not a cup to be filled to the brim and then hold no more, but it is a bud continually unfolding and expanding, and, like the fish, growing as long as it exists. Let us then strive to develop the faculties, rather than store the mind with isolated facts.

EXAMINATIONS

may be held regularly, but not too far apart. If a pupil has five recitations a day (which are too many for ordinary pupils) let one of them be specially devoted to examination, four advance lessons, and one review during the week. If the work is written, then let everything be examined, and the pupil's attention called to his mistakes, also his good points in the work; and in some cases let the review be reviewed and fully corrected. Never allow an examination paper to pass without this care.

MEMORY EXERCISES

should be frequent; select passages from authors of merit may be recited each day. This will fill the pupil's mind with good thoughts, and enoble his actions. The boy who learns that "It is faith in something, and an enthusiasm after something, that makes life worth looking after," has gained a wonderful stride toward true manhood.

Use drill tables in addition every day in every department of the school to develop rapidity and accuracy. It is wonderful what a three months' course will bring out in this respect.

A WORD TO PARENTS.

Parents should learn that reading in the fourth reader before the child is fitted for a third reader, is detrimental to his progress, and so in other studies. They should also remember their own failings in the government of their families; they have time to think, and whether they punish or not effects but one; the teacher must act often at once, and his discipline effects everyone in the school-room. The child can not leave home when the father punishes him for disobedience; what folly, then, to take him out of school for being reproved or more severely punished for breaking the rules. Keep your teacher if he or she is doing good work, even if some in the district have been reprimanded.

WRITING.

By Col. F. W. Parker.

I have said that the general introduction of writing in the lowest primary grades was caused by using writing as a prominent means of teaching little children to read.

REASONS FOR USING SCRIPT.

1. The method by which the children have been learning oral language for five or more years is—first, to acquire an idea or thought,—second, to listen to a word or words directly associated with the idea or thought,—third, *to utter the word or sentence*. The utterance of the word is of the utmost importance in fixing the word in the mind. If a child could hear language without the power to express thought orally, he would no doubt be greatly crippled in his power to hear and understand language. Thought demands expression not only for the purpose of strengthening thought, but also to give clear concepts of words and their associations with ideas and thought.

The analogy between learning to hear language by utterance, and learning to see language (to read) by writing, is complete and perfect. Five or six years of constant practice in uttering what is heard has formed one of the strongest habits of the child's nature. Writing the words he is learning, simply carries this permanently fixed habit, this ever active and constant power, over into the method of learning to read. The failure to use the acquired powers of pupils in each step of progress is one of the great and lamentable mistakes in teaching.

2. Writing a word that has been associated with an idea, follows the method by which every oral word has been learned, and utilizes a powerful habit. The mind associates an idea with a word—and the utterance or writing of the word; the *expression* of the word, is in obedience to a natural and active tendency of the soul.

3. What peculiar form of written or printed words should be used in the first steps? The answer is plain and practical in the highest degree;—the forms of written expression the pupil is to use all his life long.

All conventional forms of expression are learned

entirely by imitation; *as the pattern or model is, so will the forms of expression be.*

Printing, or writing a poor hand, is precisely analagous to mis-pronunciation and bad articulation. There is no time to be lost trying to correct habits, which need never have been acquired. Not one precious minute! It is a fact of common experience that many if not most pupils in our schools struggle through eight years of writing, writing a half an hour or an hour daily, and after all cannot express their thoughts upon paper easily and legibly; it is also a well-known fact that every child with normal powers can, under proper teaching, learn to write in the first three primary years.

If the child is to use in writing the normal or the easiest and most legible form of expression, why should he not use from the first and all the time, the forms in reading that he will use all his life, with some considerable exceptions, to wit, prints.

This seems to be in direct conflict with the principle above laid down. If script and print were identical in form, there would be no conflict. They are dis-similar, they must both be learned, and the question is, which should be learned first, or should they both be learned together?

SCRIPT AND PRINT LEARNED TOGETHER.

Both script and print can be learned together, there is no doubt of that; and in acquiring both at the same time, there is no positive infringement upon the main principles of teaching reading. The question is: Does the teaching of script and print together use time and mental power in the most economical way? How to work with the least possible amount of waste, is a matter of immense importance. Can a child learn as well and as quickly by using one as both, in the first steps?

Haste in beginning is generally waste at the end; the point to ascertain is not how much a pupil can learn in three months, but how much and well he can learn in one or two years.

POINTS IN THIS DISCUSSION.

a. Every child should learn both script and print, the former he will use all his life in expressing thought, the latter never.

b. The reproduction of the word or words a pupil is learning, and the expression of the idea or thought associated with the word or sentence, is an exceedingly important aid in learning to read. This reproduction of words should be made in the conventional forms the pupil is to use all his life.

c. Owing to the means it affords for the constant repetition of words in different sentences, the blackboard, is by far, preferable to the best charts or first readers ever yet made.

A teacher can write much easier and much more rapidly than she can print. The writing she produces upon the blackboard should be, like pronunciation, the exact forms her pupils should reproduce.

d. Children learn script more easily, taking reproduction into the account, than they can print without reproducing the print.

e. In copying from the blackboard, pupils begin spelling, pronunciation and capitalization in forms they will never be called upon to change.

f. The greatest danger in teaching all first steps, reading in particular, is to hurry and overburden the mental power of the learner, thus creating a disgust rather than a love for reading.

A strong appetite for books should be developed in the child. This can be done by working very slowly at first, by teaching a few words thoroughly, so that when pupils do begin print they will succeed every time they try to read a sentence. This end may be reached by using script alone, better than teaching script and print together. It has been urged that parents could help children, and children could help themselves, if print were used. The help, of most parents, at this time, when they cannot see how any one can learn to read without knowing the names of the letters, would be as a general thing detrimental to the children. Children can help themselves, at first, more by writing the words they learn than in any other way.

g. Children who have been taught script for four or five months, can, under skillful teaching, change from script to print with great ease. One or two days' time is amply sufficient to make the change.

In my experience, pupils who have been skillfully taught script for five months are able to read three or four first readers in the next five months.

WHEN A CHILD SHOULD BEGIN TO WRITE.

I would use script alone in the first steps, because by so doing there is the least waste of time and effort.

Thus far answering the question, "When should a child begin to write?" I have shown the uses of writing, rather than to directly answer the question. A child should begin to use any avenue of thought manifestation when muscles and nerves, to be used in that mode of expression, are capable of action under the direction of the mind, without detriment to the physical or mental nature of the child. It has been proven by more than eighty years' use in Germany, and nearly twenty-five years in this country, that every normally developed child can write as soon as he begins to learn to read.

It has been said by a person who ought to be good authority, that children should not be taught to write until they have thoughts to express. The suggestion that little five-year-old children have no thoughts to express, is eminently ridiculous.

Very much of the reasoning concerning what children can and should do, and upon what they cannot, and should not do, is done from a lofty, theoretical height, far above (or perhaps below would be a better word) an intimate knowledge of the child and the facts.

A theoretical leader, who does not constantly temper his theory by careful and continual practice, is too often a blind leader of the blind. I have lately heard of two prominent normal school teachers who go down into the primary schools and teach, one hour a day. Stock arguments against progress in education would be at a great discount if all principals, superintendents, and professors of pedagogy would do this. Go then, Sir Authority, and do likewise!

DRAWING.

OUTLINE OF WORK FOR EACH GRADE.

Grade I.

1. Use of a foot ruler in measuring lines of given length.
2. A knowledge of the position in which vertical, horizontal and oblique lines are represented on a sheet of paper.
3. Still in ruling parallel lines at a given distance in a vertical, horizontal or oblique direction.
4. The drawing from memory of curves similar in difficulty to those of easy letters.
5. The drawing of a simple pattern formed by repeating two curves or a curve and a straight line. One curve must be that which forms a simple written letter.
6. Test in matching colors.

Grade II.

1. Judgment at sight of length compared with breadth.
2. The drawing to scale of simple common objects whose angles are right angles.
3. The drawing from memory of curves similar in difficulty to those of the more complicated written letters.
4. The drawing of a simple pattern formed by repeating two or more curves. One curve at least to be that used in writing one of the more complicated letters.
5. Test in matching colors.

Grade III.

1. The measurement of angles and judgment at sight of those most commonly used.
2. The use of the compass in working the simplest geometrical problems.
3. Dictated drawing to scale of simple forms or patterns made out by the aid of these problems.
4. Freehand drawing from colored copies of leaves, flowers, insects, or from flat common objects placed so as to serve the purpose of freehand copies.
5. The drawing from memory of a simple ornamental shape.

Grade IV.

1. Judgment at sight of the simple proportional divisions of a straight line, made with one dividing point.
2. The projection of simple straight-lined surfaces and solids, and the model drawing of the same objects.
3. Model drawing from memory of simple straight-lined solids.

Grade V.

1. The drawing of simple plans and elevations from measurements.
2. Dictated drawing.
3. Practice in foreshortening, obtained by drawing a simple arrangement of curves first as a freehand exercise, and afterwards as an exercise in model drawing.
4. Memory drawing.

Grades VI., VII.

One only of the following subjects must be taken. The selection is left to the discretion of the managers or head teachers.

1. The drawing of plans and elevations of the simplest details of machines and of building construction from measurements.
2. The model drawing of simple groups of common objects which are bounded by curved lines as well as straight lines.
3. The freehand drawing of colored examples of the principal styles of historic ornament in a simple form. Visits to view objects of decorative art in local art museums.

II.—OPTIONAL DRAWING

Scholars with more than average ability for drawing may be selected from Grades V., VI., VII., to form an art class at the school, if there be a sufficient number, or to attend a central drawing class. In either case the instruction must be given by a specially qualified teacher.

NOTE TO TEACHERS OF UNGRADED SCHOOLS.—Although this outline is especially applicable to graded schools it can be of *just as much use* in ungraded ones. The various grades correspond to the various classes that are to be found in many ungraded rooms having a single teacher. Many district school teachers think they can get little good from work prepared for city schools. This is a false idea. A little common sense and skill will *adapt* anything good wherever found and make it useful in the most elementary school in the centre of Africa!

A FEW FALSE RULES IN GRAMMAR.

Here are a few so-called rules that have been taught for generations, and are still taught in many schools. Look at them carefully, and say why it is that the generation of school-masters stick to what is false, when there is so much truth within easy reach:

A verb does not, except in a few instances, agree with its subject in number and person.

Pronouns do not agree with their antecedents in person, number, and gender.

Active transitive verbs do not govern the objective case, or any other.

The subject of a finite verb is *never* a noun in the nominate case.

Prepositions do not govern the objective case, or any other.

One verb does not govern another in the infinitive.

The infinitive is not a mood, and is never governed.

Conjunctions need not connect the same moods and tenses of verbs.

In English the verb is almost without distinction of number and person.

English nouns are entirely without gender, and are *never* in the objective case.

The infinitive is not an inflection of a verb.

Conjunctions are free from all rules except common sense.

The word *government* is the most misleading word in English grammar. It implies a power one word has over another. There is in no language any such power or any relation which is symbolized by such a power.

In languages which have a variety of inflections, *words do not govern each other.* The attempt to bind words together by links of etymology and syntax, and to make grammatical rules for a language in which the noun has only one case, in which there is no gender of noun, adjective or participle, in which distinction of tense, number, person in verbs is almost unknown, and that of voice absolutely wanting, is *absurd.*

See Richard Grant White's "Use and Abuse of Words," to which we are indebted for many of these hints.

INTELLECTUAL progress is of necessity from the concrete to the abstract. But regardless of this, highly abstract subjects, such as grammar, which should come quite late, are begun quite early. Political geography, dead and uninteresting to a child, and which should be an appendage of sociological studies, is commenced betimes; while physical geography, comprehensible and comparatively attractive to a child, is in great part passed over. Nearly every subject dealt with is arranged in abnormal order; definitions and rules and principles being put first, instead of being disclosed, as they are in the order of nature, through the study of cases. And then, pervading the whole, is the vicious system of rote learning—a system of sacrificing the spirit to the letter. See the results. What with perceptions unnaturally dulled by early thwarting, and a coerced attention to books—what with the mental confusion produced by teaching subjects before they can be understood, and in each of them giving generalizations before the facts of which these are the generalizations—what with making the pupil a mere passive recipient of other's ideas, and not in the least leading him to be an active inquirer or self-instructor—and what with taxing the faculties to excess; there are very few minds that become as efficient as they might be.

Examinations being once passed, books are laid aside; the greater part of what has been acquired, being unorganized, soon drops out of recollection; what remains is mostly inert—the art of applying knowledge not having been cultivated; and there is but little power either of accurate observation or independent thinking. To all which, add, that while much of the information gained is of relatively small value, an immense mass of information of transcendent value is entirely passed over. —SPENCER.

IT is a fact that it costs about $35,000,000 annually to pay the office-holding class residing in our city, and of the entire amount nearly half is required to pay municipal salaries other than fees. At least one-third of this money, and perhaps one-half, could be saved, were the public business transacted according to the methods of a sagacious business man in the transaction of his private affairs. This is the financiering of men. How would it be if women were in authority and had the management of affairs,—since our custom is to pay women half as much as men for the same quantity of work. Salaries of public officials would at once be reduced one-half, and a tremendous saving effected to the over-burdened taxpayers. Would the work be as well done? We propose that we try the experiment a year or two. It certainly could make matters no worse. We think we could nominate several women who have as much sense as several of our aldermen, and a great deal more honesty.

TABLE TALK.

Good retorts are indicative of a quick, sharp, discriminating mind, and as such may be studied with profit by teachers. Several of them have recently come to our notice and should be preserved. They may be read to the advanced classes and made the subject of profitable conversations.

When the Rev. Dr. S. H. Cox was moderator of the Presbyterian General Assembly, he prayed after this manner:

"O Lord, thou art the *sine qua non* of our desires, the *ne plus ultra* of our faith, and the *ultima thule* of our hope."

Some one reminded him that he prayed in a tongue unknown to many of his audience.

"Why, what do you mean?"

"You prayed in Latin."

He was entirely insensible of it, so unconsciously did he express his thoughts in Latin.

A memorable passage of his life was his entrance into Exeter Hall, as a delegate from the American Bible Society.

"Dr. Cox," says the narrator, "arrived in London, and in Exeter Hall after the meeting was begun, and a tirade against America greeted him as he entered. As the speaker sat down Dr. Cox was announced as the delegate from the American Society. The terrible denunciation just delivered had excited the indignation of the audience, and Dr. Cox was received with respectful coldness; but his splendid figure, his gallant, courteous, commanding presence, his irresistible smile, lightened instantly the gloom of the hall and conciliated the audience. He began: 'My lord,' addressing the nobleman who presided over the vast assembly, 'twenty days ago I was taken by the tug Hercules from the quay in New York to the good ship Samson lying in the stream, thus, my lord, going from strength to strength. By the good hand of the Lord I was brought to your shores just in time to reach this house and to enter in the midst of the burning denunciations of my beloved country that have fallen from the lips of the gentleman who just sat down. He has reproached that country for the existence of slavery, which I abhor as much as he. But he did not tell you, my lord, that when we revolted from your government one of the reasons alleged was the fact that your king had forced that institution upon us in spite of our remonstrances, and that the original sin rests with you and your fathers. And now, my lord, instead of indulging in mutual reproaches, I propose that the gentleman shall be Shem, and I will be Japhet, and taking the mantle of charity, we will walk backward, and we will cover the nakedness of our common father.'

"The effect was instantaneous and overwhelming. The day was won, and a more popular orator than Dr. Cox was not heard during the anniversaries."

When Andrew Jackson was delivering a speech in Georgia, near its close, Amos Kendall, who was somewhat of a wag, pulled his coat-tail and whispered: "Give them a litt'e Latin, General; they will not be satisfied without it." After a few minutes he wound up his speech in tones of thunder: "*E pluribus unum! Sine qua non! Multum in parvo! Sic transit gloria mundi!*" The shouts could have been heard for miles. It was about all the Latin the General knew, and this he had learned from the spelling book.

One of the best retorts ever given was made by Rev. Dr. Ward in a meeting of ministers in Rochester a few years since. Dr. Ward is an excellent man, but given to making complimentary speeches of a pleasant nature. The late Rev. Dr. Page was a strict parliamentarian and sometimes given to making quite pointed remarks when anything was said or done not pleasing to him. Dr. Ward had just made some very complimentary allusions which Dr. Page referred to as in Dr. W.'s usual "creamy and oily" way. "Yes," said Dr. W., "my brother, Dr. P., is also given to making creamy and oily speeches, but they are the *cream of tartar and the oil of vitriol.*"

READING CIRCLES.

The course of reading in Canada is recommended by the Hon. Geo. W. Ross, Minister of Education. It extends over a period of three years.

PEDAGOGICS.

Third Class Teachers—(Two books per year.)

Outlines of the Study of Man—*Hopkins.* Lectures—*Fitch.* Educational Reformers—*Quick.* Psychology of Cognition—*Jardine.* Education as a Science—*Bain* Education—*Spencer.*

Second Class Teachers—(Two books per year.)

Systems of Education—*J. Gill.* Lectures on the History of Education—*Jos. Payne.* The Action of Examinations—*H. Latham.* School Management—*Joseph Landon.* Teachers' Manual and Method of Organization—*R. Robinson.* Culture Demanded by Modern Life—*E. L. Youmans.*

First Class Teachers.

Psychology—*Sully.* Greek Education—*Mahaffey.* History of Pedagogy—*Hailman.*

Physical Science and Natural History—(Six books per year.)

The Fairy Land of Science—*Buckley.* Ants, Bees, and Wasps—*Sir Jno. Lubbock.* Sound Bodies for our Boys and Girls—*Blaikie.* Forms of Water—*Tyndall.* Physiography—*Huxley.* Heat as a Mode of Motion—*Tyndall.* Methods of Study in Natural History—*Agassiz.* Homes without Hands—*Woods.* Elements of Physical Geography—*Geikie.* Physical Geography of the Sea—*Maury.* The Races of Man—*Peschel.* Connection of the Physical Sciences—*Somerville.* Common Sense of the Exact Sciences—*Clifford.* Physical Forces—*Faraday.* Science Lectures at South Kensington. Wild Animals, their Life and Habits—*Wolf.* Flowers and their Pedigrees—*Grant Allen.* Health—*Carfield.*

Literature and History—(Eight books per year.)

1. Julius Cæsar—*Shakespeare.* 2. Every-day English—*Richard Grant White.* 3. Selections from Wordsworth—*Matthew Arnold.* 4. Milton and Wordsworth—*English Men of Letters.* 5. Industrial Biography—*Smiles.* 6. Short History of the English People—*Green.* 7. Montcalm and Wolf—*Parkman.* 8. The English Constitution—*Bagehot.* 9. Macaulay's Life and Letters—*Trevelyan.* 10. Getting on in the World—*Matthews.* 11. Walks about Rome—*Hare.* 12. Words and their Uses—*R. G. White.* 13. Johnson's Lives of the Chief Poets—*Matthew Arnold.* 14. Expansion of England—*Seeley.* 15. Words and Places—*Taylor.* 16. English Literature (condensed)—*Taine.* 17. The United Netherlands—*Motley.* 18. Oliver Cromwell—*Carlyle.* 19. Life of Johnson—*Boswell* (*Murray's Edition*). 20. Language and Languages—*Farrar.* 21. Paradise Lost—*Milton.* 22. Intellectual Development of Europe—*Draper.* 23. In Memoriam and the Princess—*Tennyson.* 24. Nicholas Nickleby—*Dickens.*

FOR THE SCHOLARS.

THE NEW YEAR!!!

1886!

I.

Sweetly hath passed the year; the seasons came
Duly as they were wont, the gentle spring,
And the delicious summer, and the cool,
Rich autumn, with the nodding of the grain,
And winter, like an old and hoary man,
Frosty and stiff—and so are chronicled.

We have read gladness in the new green leaf,
And in the first-blown violets; we have drunk
Cool water from the rock, and in the shade
Sunk to the noontide slumber; we have plucked
The mellow fruitage of the bending tree,
And girded to our pleasant wanderings.

When the cool winds came freshly from the hills,
And when the tinting of the autumn leaves
Had faded from its glory, we have sat
By the good fires of winter, and rejoiced
Over the fulness of the gathered sheaf.

—N. P. WILLIS.

II.—THE CHILD AND THE YEAR.

Said the child to the youthful year:
"What hast thou in store for me,
Oh, giver of beautiful gifts! what cheer,
What joy dost thou bring with thee?"

"My seasons four shall bring
Their treasures: the winter's snows,
The autumn's store, and the flowers of spring,
And the summer's perfect rose.

"All these and more shall be thine,
Dear child,—but the last and best
Thyself must earn by a strife divine,
If thou wouldst be truly blest.

"Wouldst know this last, best gift?
'Tis a conscience clear and bright,
A peace of mind which the soul can lift
To an infinite delight.

"Truth, patience, courage, and love,
If thou unto me canst bring,
I will set thee all earth's ills above,
Oh, child! and crown thee a king!"

—CELIA THAXTER.

III.—WHAT GIFT?

I.

What gift shall I give to each friend that I love,
The richest and rarest and noblest I may,
That shall come like peace on the wings of the dove,
To brighten the joy of this festival day?

I would offer some token no other may bring,
That will breathe a devotion none other may show,
The costliest, fittest, and welcomest thing
That ever I could or could wish to bestow.

But I know not the mine can such treasure supply,
Nor whose are the hands can such master-work make,
And I have not the riches their products to buy;
So my wish is a dream that must fade when I wake.

II.

Yet one thing I can and that will I give;
Though poor, it perchance to more value may grow;
I will give my own life, and strive better to live,
That from it good deeds more abundant may flow.

So I offer that gift, though humble it be,
All stained and marred and broken and drear;
And I know to the friend that is truest to me,
To him or to her 'twill most welcome appear.

And if friendship is grieved at a token so slight,
And chides me that to it nought better I bring,
Let the task be its own and its own the delight
To fashion it into a worthier thing.

—EUGENE BOUTON.

IV.—JANUARY AND JUNE.

Said January to June:
"Pray let us walk together,
The birds are in tune,
And sunny is the weather.

"And look you, I will show,
Before the long day closes,
A pretty sight I know,
Worth all your summer roses."

Then as they went, the air
Grew thick with snow-flakes flying,
But all the roses fair
Hung down their heads a-dying.

Cried June in sorrow: "Nay,
We may not walk together,
You've turned my skies to gray,
And spoiled my golden weather.

"Go now, I pray you, go,
Before my last bud closes;
Take you your cold white snow,
And give me back my roses!"

—MARGARET JOHNSON.

V.—RING OUT, WILD BELLS!

Ring out, wild bells, to the wild sky,
The flying cloud, the frosty night;
The year is dying in the night;
Ring out, wild bells, and let him die!

—From TENNYSON'S *New Year's Eve*.

NOTE.—The whole of this may be found in most of the school-readers.

VI.—THE SNOW.

Hurry and skurry! Hurrah for the snow!
How the flakes dance, and how the winds blow!
Run for the sleighs and for mufflers run,
Little ones, eager for frolic and fun.

Pull on the mittens, and ring out the bells,
Jolly, I say, is the music that tells
Winter has come, and the snow king is here—
There! a big snow-ball hit me on the ear!

VII.—THE DEATH OF THE OLD YEAR.

Full knee-deep lies the winter snow,
And the winter winds are wearily sighing;
Toll ye the church bell sad and slow,
And tread softly and speak low,
For the old year lies a-dying.
Old year, you must not die;
You came to us so readily,
You lived with us so steadily,
Old year, you shall not die!

He lieth still; he doth not move;
He will not see the dawn of day;
He hath no other life above,
He gave me a friend, and a true, true love,
And the new year will take them away.
Old year, you must not go;
So long as you have been with us,
Such joy as you have seen with us,
Old year, you shall not go!

* * * * *

He was so full of joke and jest;
But all his merry quips are o'er.
To see him die, across the waste
His son and heir doth ride post haste;
But he'll be dead before.

Every one for his own;
The night is starry and cold, my friend,
And the New Year blithe and bold, my friend,
Comes up to take his own.

* * * * *

His face is growing sharp and thin;
Alack! our friend is gone!
Close up his eyes; tie up his chin;
Step from the corpse, and let him in
That standeth there alone,
And waiteth at the door.
There is a new foot on the floor, my friend,
And a new face at the door, my friend,
A new face at the door.

—ALFRED TENNYSON.

Like as my parlor, so my hall
And kitchen's small;
A little butterie, and therein
A little byn,
Which keeps my little loaf of bread,
Unclupt, unflead;
Lord, I confess too, when I dine,
The pulse is thine,
And all these other bits, that be
There placed by thee;
The worts, the purslain, and the messe
Of water cresse
Which of thy kindness thou hast sent;
And my content
Makes those, and my beloved beet
To be more sweet.

EXAMINATIONS.

BY W. M. G.

(At the end of each verse, the reciter draws a deep sigh and exclaims, "Examinations!")

The other night I went to bed,
But not to sleep, for my poor head
Was filled with a most awful dread.
Examinations!

I thought of this, and then of that;
Of set and sit; which goes with sat?
I fear my brain has run to fat.
Examinations!

Next came the base and rate, per cent.,
Of money to an agent sent,
And with that word all of them went.
Examinations!

Then my lessons I try to spell;
Which words have two, and which, one L?
Oh, my poor brain! I cannot tell.
Examinations!

Where is Cape Cod, and where Pekin?
Where do the rivers all begin?
A high per cent. I cannot win.
Examinations!

Who was John Smith? What did he do?
And all the other fellows, too?
You must tell me, I can't tell you.
Examinations!

Oh, Welcome sleep! at last it came;
But not to rest me, all the same;
For in my dreams this is my bane—
Examinations!

QUESTIONS ON THE CONSTITUTION OF THE UNITED STATES.

1. What is the object of the Constitution?
2. Why is the United States a nation, not a confederacy?
3. Why is our government a government of *laws*, not of *men*?
4. What is meant by "legislative power"?
5. Into how many departments is our government divided?
6. What department *makes* the laws? In what way?
7. What *enforces* them? In what way?
8. What *interprets* them? In what way?
9. Are these departments kept distinct?
10. What is a veto?
11. Why are there three departments?
12. What is Congress?
13. How long does each Congress continue?
14. How are they designated?
15. By whom are representatives chosen? For how long?
16. By whom are senators chosen? For how long?
17. How old must a representative be?
18. What must he *not* be?
19. How is the number from any state fixed?
20. Can a representative be a woman?
21. What power does the House of Representatives possess that is not held by the Senate?
22. Does any state have less than two representatives? Why?
23. What bills must originate in the house?
24. What is meant by "representatives elected at large"?
25. Can a state, if it so chooses, elect all its representatives on one ticket?
26. Have all citizens the right to vote?
27. For how long time must a representative have been a citizen of the United States?
28. In what manner can an Indian become a citizen?
29. Does our country tax persons who are forbidden to vote for representatives?
30. Is the word "slave" in the Constitution?
31. What is meant by "taxation without representation"? Are the United States taxes based on representation?
32. How are vacancies in the representation of any state in the House filled? Is it lawful ever to fill a vacancy in the House by appointment?
33. What officers of the House are not members of the House?
34. What is an impeachment?

A LANGUAGE PUZZLE.

The barber's motto, ——— and come again.
The thermometer gains notoriety by ———.
A chemist's affairs are always in a state of ———.
The butcher may be regarded as a ——— ——— to the human family.
Tailors will give you ———, but it requires a lawyer to run up a ———.
A motto which undertakers do not believe in: ——— ——— ——— ———.

THE THINGS OF TO-DAY.

The following points in the President's message are important, as indicating the drift of public opinion. Although some time has elapsed since these opinions were uttered, they are, and will continue to be, live issues before the American people for some time to come:

He recommends a law to prevent the importation of Mormons into the country.

He reasserts his conviction of the value and practicability of Civil Service Reform, and recommends an enlarged salary for the Civil Service Commissioners.

He urges prompt action of Congress to provide for a successor to the Presidency in the event of the death or disability of both President and Vice-President.

He condemns polygamous marriages, and demands that "our homes, established by the law of God, guarded by parental care, regulated by parental authority, and sanctified by parental love," shall be securely protected from the incursion of the Mormons.

He reports the astounding fact that probably more than half the army have been tried for offenses, great or small, in one year, and urges a reform in the methods of military tribunals. He also counsels the separation of the Signal Service from the War Department.

He reports $165,000,000 of silver in the Treasury vaults, against which there are outstanding $93,000,000 in silver certificates; and strongly urges the suspension of the silver coinage.

He resents the refusal of Austria to accept Mr. Kelley because his wife is a Jewess.

He has initiated measures for the inauguration of a new fishing treaty between the United States and British North America.

He advises a reduction of the tariff upon the imported necessaries of life, but cautiously, so as not to injure vested interests.

He is unalterably opposed to entangling alliances with foreign nations; he therefore disapproves of the proposed Nicaraguan Treaty for the construction of an interoceanic canal.

Following the usual custom after the death of a President or ex-President of the United States, Mr. Edmunds introduced in the Senate a bill extending the franking privilege to the widow of Gen. Grant, and another giving her a pension of $5,000 a year. It is expected that these will be among the measures first reported back from committee, and they will be passed by the Senate without delay. Gen. Viele, of New York, intends to offer a similar pension bill in the House at an early date.

The Sultan's attempt to fasten the attention of the powers on Eastern Roumelia is not so clever a trick that it will succeed in turning their consideration away from the Servo-Bulgarian quarrel and Prince Alexander's claims against Servia.

This is thus far a peculiarly severe winter for Europe on both sides the dividing line of mountains—the Pyrenees and Alps. The lowest temperature known for five years has been experienced in England, and the report comes that trains have been snowed in in the southern part of Italy.

EDUCATIONAL NOTES.

CALIFORNIA.

The Yolo county Teachers' Institute was held at Woodland, Cal., Oct. 28-30. County Superintendent J. W. Goin in the chair. The exercises, consisting of papers, discussions, and class exercises, were conducted by the teachers. State Supt. Prof. Welcker was present part of the time. Two interesting lectures were given at the evening sessions by Major H. C. Dane, subject: Constantinople; and Rev. Dr. F. F. Jewell, subject: Unconnected Coins, or Forgotten Factors in Life.

J. V. S.

COLORADO.

The enrollment in the south side public schools, South Pueblo, is now crowding five hundred pretty closely. The schools are doing fine work this term, and have accomplished a great deal with their usual absence of public parade, and without attracting any unusual attention. Their condition could hardly be more satisfactory.—*Pueblo Daily Chieftain*, Dec. 13.

CONNECTICUT.

Ariel Parish, former superintendent of the New Haven schools, died at Denver, Col., Nov. 22nd, at the age of seventy-seven. Coming to the New Haven superintendency from Springfield, Mass., twenty years ago, he devoted sixteen years to building up and perfecting the New Haven school system. On receiving news of the death of Mr. Parish, Superintendent Dutton called a special meeting of the city principals, at which appropriate resolutions were passed, and it was resolved to attend the funeral services in a body if held in New Haven or Springfield.

The Roman Catholic church in Ansonia is following the example of Birmingham in establishing a parochical school.

Vaccination is progressing in the Hartford and New Haven schools.

The New Haven schools will be subjected before the close of the present term to test examinations, differing very essentially from annual, or promotion examinations. The questions are prepared by committees of the principles; and the work of the scholars is submitted to the personal inspection of the superintendent and the Board of Education.

The teachers of New London and Windham counties, held a highly interesting and profitable reunion in Willimantic, Nov. 20. More than two hundred teachers were present.

Prin. Fergurson, of Putman High School, presided.

In the evening Dr. T. J. Morgan, of the Rhode Island Normal School, spoke on "The Home and the School."

State Editor, A. B. Fifield, Eaton School, New Haven.

DAKOTA.

The last report of the Dakota Normal School, at Madison Lake, shows that a very good beginning has been made toward supplying the territory with trained teachers, and there is every reason to expect that its growth of usefulness will keep pace with the growing needs of the country.

ILLINOIS.

Mr. Felix Adler and Dr. Mayo visited the Cook County Normal School, recently, the former in the interests of the Ethical Society, the latter on his own account. Dr. Mayo is on a western tour, and stopped at the school long enough to look around a little, and to make an address at the Cook County Teachers' Association.

NEBRASKA.

The "Douglas Co. Teachers' Association" convened at Omaha, Dec. 12. Owing to the inclemency of the weather, but thirty members were present. An interesting program, however, well repaid those.

Among the subjects discussed were: "Primary Geography," by Miss Anna M. Ord; "How to Secure Regular Attendance," by Mr. F. J. Everett; "To What Extent Should Civil Government be Taught in Ungraded Schools," by Mr. A. W. Parker. "The Teachers' Failures: How to correct them," by Mr. J. H. Hamilton. Each paper was followed by an animated discussion, open to all members.

At the close of the afternoon session, a "Teachers' Reading Circle" was organized, with the following officers:

Pres., Dr. Max Randall; Sec., Miss Anna E. Leach, Treas., Miss Anna M. Ord: Executive Committee, Co. Supt. James B. Bruner and Mr. E. Messenger.

A. E. L.

The Meeting of the Ontario Co. Teachers' Association will be held at Phelps, Jan. 15-16. There will be a lecture by Dr. James Milne of Cortland on "The Teacher and His Work;" and discussions of the following subjects: "Language," by Miss Nellie F. Nares; "History, Its Importance, and How to Teach it," by L. L. Pierpont; "Teachers' Institutes," by H. K. Clapp; and "Grammar," by Gertrude S. Bigelow.

L. N. BEEBE. Pres.

E. E. SMILEY, Sec.

NEW YORK.

Mr. G. R. Cutting, of Auburn, has invited about a hundred of the principals of high schools and other institutions of academic grades to attend a "holiday conference" at Syracuse, Dec. 29-30. The invitation has met with a hearty response, more than enough to ensure a profitable meeting having promised to attend. The proceedings will consist of an informal interchange of views on thoroughly practical topics, and it is hoped that much good may grow out of it.

The teachers of this state should understand that an earnest effort is being made to elect a school man as State Superintendent of Public Instruction. This is a subject that deeply concerns every teacher in the state. We must all take hold and help. What can you do? See your representative and state senator. Urge the duty of dealing justly by the teachers. We have many men who would honor the place. Why choose a politician? The following gentlemen have been mentioned as candidates for this office. They are eminent in school work, and would administer the office in sympathy with teachers:

C. E. Hawkins, A.M., superintendent of teachers' classes in academies.

William J. Milne, Ph.D., LL.D., principal State Normal School, Geneseo.

John H. French, LL.D., state institute conductor.

Professor R. E. Post, Ithaca.

Charles H. Verrill, Ph.D., Principal Delaware Literary Institute, Franklin.

NEW JERSEY.

The teachers of Jersey City held their monthly association, Dec. 16. The program consisted of some very fine singing, by Miss Janet Smedley, remarks by the president, Mr. Geo. H. Linsley, and an address by Dr. Jerome Allen.

NEW HAMPSHIRE.

A teachers' institute under the direction of Hon. J. W. Patterson opened at Tilton, Dec. 2, and closed Dec. 4. There was not a large attendance of teachers. Wednesday evening Prof. Rounds gave a lecture on Early English Literature. Thursday evening Supt. Patterson gave an interesting talk on education.

H. B. Closson, who graduated from Dartmouth in 1879, and was subsequently a tutor there, was married recently in New York city to Ellen B., daughter of the late Dr. Leonard Bacon, of Yale College.

Miss Emily Story, a graduate of the state normal school at Plymouth, has taken charge of the training school of the Wisconsin state normal school at Milwaukee.

S. F. White, of Palmer, Mass., has been elected teacher of drawing in the Nashua schools at a salary of $1,000.

A movement is being started among the students at the high school in Berlin to spend every Saturday in improving the grounds around their beautiful new school building.

Prof. Hitchcock, of Dartmouth College is working on a raised map of the Sandwich islands.

MISSOURI.

The West Plains Academy produced an excellent report last month, which was published in the local papers with very flattering comments in favor of the principal, Mr. W. H. Lynch

MINNESOTA.

Among other interesting exercises on the program of the State Teachers' Association are "The Kindergarten," by Miss Jennie Lloyd Jones, of East Claire; "Manual Training and Education," by W. A. Pike, of the State University; "Learning by Doing," by Col. Parker; "The Teaching of Geography," by Sanford Niles, of the *School Education*; "The Certification of Teachers," by Supt. C. W. Belden; and "The High School Problem," by Prin. C. B. Gilbert, of St. Paul. There will also be a report of the Minnesota Teachers' Reading and Scientific Circle.

The County Supts. hold their convention on Monday evening Dec. 28th, immediately preceeding the Association. They will discuss Grading of Country Schools, Examination of Teachers, Reports of Work and Experiences, Visitation of Schools, Institute Work, and Arbor Day.

OHIO.

Supt. E. F. Warner, of Wayne County, has been holding an institute this week at Shiloh, Richland County.

The Springboro Teachers' Association met at Springboro, Nov. 28. The following subjects were discussed: "Morning Exercises," by L. G. Cromer; "Clear Creek Township School Course," by J. W. Mckeown; "Improvement of the Common Schools," by W. L. Shinn; "Old Time Schools," by Miss Mullen; "A Paper," by Miss Mary Corwin; "The Bible in the Common Schools." The affirmative side of the last subject was discussed by A. Boxwell, Revs. Vaughn and Cleaver; the negative, by L. G. Cromer, and J. W. Mckeown.

PENNSYLVANIA.

Clinton County closed a very successful week of institute work, Nov. 27. Dr. Edward Brooks discussed Mental Science, and The Science and the Art of Teaching; Prof. D. C. Murphy, History and Geography; Prof. George P. Beard, Topical Methods, Essentials in Teaching, Written Work; Prof. J. M. Dick gave several talks on Physiology, with special reference to stimulants and narcotics.

WEST VIRGINIA.

The schools of Wheeling are in a very good condition, owing to the good work begun by the former superintendent, Mr. J. M. Birch, and continued under the present one, Mr. W. H. Anderson. A teachers' institute was held there Dec. 22-24, Hon. M. A. Newell, of Baltimore, Md., and Supt. John Hancock, of Chillicothe, O., instructors.

VIRGINIA.

MRS. E. D. KELLOGG has resigned her position as a teacher in the Charlotte Graded Schools, giving ill-health for a reason. Her successor will be appointed immediately.

NEW YORK CITY.

A most interesting lecture on "The Spirit of the Kindergarten" was delivered last Saturday evening in the hall of the College of Pharmacy, in this city, by Professor Charles Froebel, a grand-nephew, of Frederick Froebel, the founder of the Kindergarten system. The lecture hall was well filled with a highly appreciative audience, including many teachers and others interested in educational matters.

Setting out with the statement that in the matter of the Kindergarten, no less than in other things, "the letter kills," and only "the spirit is the life," the lecturer emphasized the fact that although the Kindergarten as usually understood is only a baby-school, yet its methods are equally applicable to the instruction of older pupils.

The development of the methods of education began with rote teaching, passing successively through symbol teaching, model teaching, and object teaching, into the "Kindergarten" or faculty teaching. The system of teaching at present prevailing in our public schools is only a hybrid mixture of these.

The Kindergarten originated in the founder's failure to impress older pupils who had been miseducated at home. The two fundamental principles underlying the Kindergarten are: First, that the objective point of all education should be the harmonious development of the child's faculties; and second, that this end can only be perfectly attained through their continued exercise.

All sound education must be based upon knowledge of human nature, and of the laws of its natural development. And as the method of nature is that of a continuous struggle for physical, mental, and emotional possession, the same method should be followed in the schools.

All constituent elements of human character are derived from either one of two sources—inheritance or experience. No other source is conceivable. All true education is only experience directed by the teacher.

Human nature manifests itself in two ways—receptively and expressively. In its receptive manifestations the faculties of perception (sight, hearing, touch, smell, taste, and passive affection), and perceptive reflection (reasoning and passive emotion) are brought into play. In its expressive manifestations the powers of will and impulse, acquisition, creative and destructive action, and active affection, come to the front.

PERSONAL.

PROF. JOHN W. BURGESS, of the School of Political Science, read a paper at Hamilton Hall, Columbia College, last Monday evening, on "The Constitutional Conflict in Norway."

MARIA MITCHELL, the well known Professor in Vassar College, became 67 years old the other day, and the undergraduates made her a present in honor of the occasion—and no living man could have predicted the form which their appreciation took. The worthy professor was made the recipient of a jelly cake composed of 67 layers. Our account of the pleasant occasion stops at this point, but every one may be sure that unselfish virtue was its own immediate reward, and that the students received each a portion of those 67 layers. The ingenuity of the Vassar girl has seldom received a more picturesque illustration.

SENATOR LELAND STANFORD, of California, has deeded three immense ranches, comprising 35,000 acres, and valued at $3,500,000, as an endowment for a University to be erected at Palo Alto in memory of his son, which he hopes to make the best institution in this country or Europe.

President Ingersoll, of the Agricultural College, returned recently from Iowa and Michigan, where he went to attend the commencement exercises of the agricultural colleges of those states. In company with Dr. Faville, of the faculty, he also visited the fat stock show at Chicago.

EX-GOV. LELAND STANFORD has recently given the princely sum of twenty millions of dollars to found a university in California. He was born in the State of New York, and educated as a lawyer, but, in common with multitudes of others, he was smitten with the California fever, and went to that state in company with the original Argonauts of 1849. Having decided to make his home there, he was one of the first to foresee the advantages which must certainly accrue to California through the construction of a railroad across the continent, and, associated with Huntington, Crocker, and other pioneers, he advocated the scheme, and prosecuted it to its wonderful realization. For many years past he has taken a deep interest in fine stock-breeding, and now owns an immense stock farm in the Santa Clara Valley, about thirty miles from San Francisco, where he gives especial attention to raising trotting and running stock. In his numerous business enterprises, Mr. Stanford has accumulated a vast fortune, estimated at not less than $50,000,000. Mr. Stanford is a man of about sixty-three years of age. He is most strongly attached to his home in San Francisco, where he dispenses a generous hospitality. Mr. Stanford served as Governor of California, and is now U. S. Senator from that State. He is free, but discriminating, in his charities, and, even in the midst of many cares and engagements, never refuses to see any who have any legitimate demand upon his time and attention.

A PENSION of $1,500 a year has been granted to PROF. HUXLEY "in recognition of his eminent scientific services." He has accepted it. He retains, at the request of the Lords of the Committee of Council on Education, the positions of dean and honorary professor of biology in the Normal School of Science and Royal School of Mines at South Kensington. From all other public positions he has retired.

MR. HUBERT HERKIMER, the successor of Mr. John Ruskin as Slade Professor at Oxford, announces a new departure in his lecture. He intends to paint portraits in the presence of the students, accompanying his work with a running commentary on art topics. This novel method of teaching is awaited with the greatest interest. Prof. Herkimer is also about to open for exhibition a collection of his drawings, illustrative of life in the Bavarian Alps. The frames in which they will be exhibited are of oak, carved by the artist himself.

MR. JAMES CHALMERS of Sparta, Pa., was a short time ago elected a member of the board of county examiners. He has now been chosen secretary, and thus made the executive officer of the board and the head of the county school system.

NEW YORK CITY.

In a recent interview with the Hon. Stephen A. Walker, president of the Board of Education, he estimated that there were between seven and eight thousand children who were unprovided with school accommodation in the district in which they lived. The school facilities were most deficient in the Twelfth Ward. The Nineteenth and Twenty-second Wards also needed new schools. In the lower part of the city there was some excess of school accommodation. "We have been cut down in the Board of Apportionment since 1876," said Mr. Walker. "If proper foresight had been exercised in reference to this matter, we would never have got into the scrape that we are in now. An appropriation of three or four hundred thousand dollars a year for the specific purpose of erecting school buildings continued from 1876 down, would have left us in fair shape." Mr. Walker thought that it would require about $1,200,000 to bring the school accommodation on a level with the demand. He told how political influence had once been used in the appointment of a school principal. "There is a school up-town," he said, "at Second Avenue and Seventieth Street, which is known as 'Grace's own.' It is not open yet, but it is a 'daisy' school. The trustees of that district were all plain citizens when they were made trustees, but three have since developed into full-fledged politicians. Abram Dowdney is in Congress, Charles E. Simmons was made a Charity Commissioner, and Joseph Koch was appointed to the Dock Department. These three constituted a majority of the local board, and they secured the nomination of John Hardy, who had only reached the grade of second assistant, and was a tutor in the family of one of our commissioners, J. Edward Simmons. The nomination was carried through the Board of Education by influence from the City Hall. There were twenty-five vice-principals in the city who, by all the rules of the Board, were entitled to the place before this young man." Mr. Walker said that this was the only instance he knew of in which political influence was used to secure the appointment of a school principal.

Dear Mr. Editor:

The point which I wished to make in my hastily formed communication was, that the female grammar principals were loud in their complaints, because of the disparity in favor of male grammar teachers as against them. The strange inconsistency is, that these same female grammar principals (with only a few notable and honorable exceptions) oppose the just claims of equality *with them*, of the

female primary principals. Do the former give more time, labor, and ability, and is the outcome of their services greater in numbers and results? If so, why are primary teachers so inferior? Primary teachers are *their results*—with claimed greater opportunities of "finishing" at the Normal College, what female grammar schools had attempted. Are the physical, moral, mental obligations of teachers less in the primary than in the female grammar schools? Are the skill, intelligence, self-denial, efficiency, and thorough preparations for the duties less in a primary than in the grammar? I should say not. The conditions under which the primary schools work—*especially if small*—are infinitely harder, because of the largely required classes, and the consequently smaller corps of teachers; and with the greater labor and anxiety, the smaller proportionate salary. The salary discrimination between the two classes of schools is as unjust as it is ridiculous.

"It has" *not* "always been so." The Public School Society gave the female principals of grammar schools $300 a year; the female primary principals $275, a disparity which was to encourage the ambition to study, not to reward for superior services. With the above there was a bonus for superiority, *and this was not indiscriminately awarded.*

ANONYMOUS.

Dr. Woodward, of Washington University, St. Louis, delivered an address, Dec. 18, at a reception given by the managers of the Workingman's School to the friends of the movement. There was a large attendance, and a great deal of interest in the doctor's remarks.

NOTE—

LETTERS, QUESTIONS, and ANSWERS are unavoidably crowded out this week, owing to the fact that the JOURNAL will assume new type next week, thus much material already in form must appear in this number.

For the SCHOOL JOURNAL.

A HISTORY LESSON.

Reported from the Cook Co. Normal School, by I. W. Fitch.

In the lowest primary grade of the Cook Co. Normal School, history is taken up in the way of stories. The same plan of teaching is followed in the grammar grades, where the pupils, having gained a desire for private reading, are led to select books from the library, treating on specified subjects. In the normal department, history is taught with more system, and more continuously. Thus, the C normal class, which is in charge of Miss Emily J. Rice, a graduate of the Oswego Normal School, has been giving attention this year to the subjects of Greece and Rome. An outline of the year's work is as follows:

No special text book; the reference library of the school supplied all the books needed. The books found in the library bearing on the subjects, are, Grote's History of Greece, Smith's Greece, Homer's Iliad (Pope's translation), Homer's Odyssey (translation), Heroditus (translation). Brief History of Greece (Barnes), Tales of Ancient Greece (Cox), Young Folks' History (Younge), Plutarch's Lives, Kingsley's Greek Heroes, Young Folks' Plutarch, Child's History of Greece (Bonner), Niebuhr's Greek Hero Stories, Church's Stories from Homer, Hawthorne's Wonder-Book and Tanglewood Tales, Merivale's Rome, Liddell's Rome, Leighton's Rome, Young Folks' History of Rome (Younge), Froude's Life of Cæsar, Stories from Virgil, Stories from Livy, Shakespeare's Julius Cæsar, Coriolanus, Gibbon's Decline and Fall of the Roman Empire, Greece and Rome.

The geography of each country has been studied with molding and map-drawing. Important cities, as Athens and Rome, and scenes of prominent events have been studied in the same way.

Drawing has been and is an important factor in the history work. Each pupil has a history drawing book. The list of drawings as found in one book was: A Map of Greece, Map of Greece and the Ægean Sea, The Track of Ulysses, Plan of Athens, Plan of the Acropolis, The Acropolis Restored, The Long Walls of Athens, Battle of Marathon, Columns of Grecian Architecture, The Parthenon Restored, The Parthenon in Ruins, Minerva, The Sleeping Ariadne, Diana, Map of the Retreat of the Ten Thousand, Map of Italy, Plan of Rome, Plan of the Forum, Juno, Mars, Vesta, Plan of a Roman Temple, Plan of the Colosseum, Plan of a Roman Circus, The Arch of Titus, and a Map of the Tunic Wars.

As the pictures are made at the discretion of the pupils, and of their own free will, they afford an excellent index to the pupil's various tastes as well as a test of their powers of comprehension and reproduction.

The home reading (also voluntary) of one of the classes has been Homer's Iliad, Antigone, Edipus at Colonos, Aspasia, Virgil's Aeneid (selections), Marble Faun, Last Days of Pompeii, Bayard Taylor's Views Afoot, Homo Sum (Ebers), Ben Hur, and articles in the *Century* magazine of 1882, by Lucy M. Mitchell.

In one room the pupils were found recently reading papers on Cæsar. All of the papers were decidedly original, and some were quite witty. The compositions had been previously read and privately marked by the teacher, who now handed a paper to a pupil other than the one who wrote it. After each paper has been read the members of the class feel free to criticise the manner of the reader as to position, articulation, and pronunciation, but especially is the paper itself criticised as to style, construction, and thought. These free criticisms were conducted in a delightfully fresh, courteous, and thoughtful manner, the teacher standing back as much as possible and simply directing, while the thoughts of the pupils flowed easily.

Upon another day this same class (ages, perhaps 15 on the average) are called upon to give items of news as gleaned from the daily papers, the recorders of the world's advancing history. One pupil says "Secretary Freylinghausen, died yesterday." A short time is spent in telling who this man was. Another pupil says "Victor Hugo is dead." The teacher pins a sketch of Hugo's life, as it appeared in yesterday's daily paper, to a map, and calls for remarks. The pupils seem to know little, but are requested to read the sketch and to bring in additional information about this great poet, "if they will."

Owing to pressure of other work the members of the class have had but a short time in which to read on the subject of Zenobia, assigned for this day. But the answers show that while not as familiar as usual with the topic, the class do fairly well, there being considerable interest manifested in the fate of the haughty, beautiful, courageous, yet selfish Queen of the Desert. A map of Asia, in relief, made of plaster of Paris, by pupils in the school, as well as a flat map of Asia, are in a conspicuous place. Upon both of these, the location of Palmyra is pointed out by members of the class, as is also the location of other important cities, the relative position of each being shown and discussed. One girl says the city was very beautiful and located upon an island, The island is discovered to be an oasis, which fact gives rise to the question of Palmyra's importance. It is shown to be on the border of a great desert, in the direct track of a caravan's travelling from the East to the marts of the West. One pupil has learned from her reading that Palmyra is called the "Monumental City," and desires to know why. It is decided that it was so called because of its museums, tablets and monuments left as memen-toes by rich merchants. Thus, after discussing, in a conversational way, the city itself for awhile, attention is given to its people and its famous ruler, Zenobia. The conversation is skillfully directed by the teacher into the channel she desires, and for an hour the character of this woman, as viewed in the light of her own times, and in the light of the present day, is discussed with animation. One boy has heard the opera "Zenobia," and informs his less fortunate companions all about it. He finds that what he had supposed was all history in the opera is only so in part, and thus he learns that the stage is not strictly historical, neither are all books called histories.

One girl has been reading a fascinating story about the desert queen in *St. Nicholas*, but finds that much is imaginary when compared with the pages of a reliable history. As too much space will be required to give this lesson in full, a few of the questions and answers may be of interest:

Why was Zenobia bitter towards Rome? Because her husband had been killed by the Romans. A deep seated enmity had existed between the two people, extending far into the past.

How did Zenobia behave when taken prisoner?

In a haughty manner. Do you admire her haughtiness?

There are several answers of no and yes, giving indexes to the characters of the pupils themselves.

Name important women of history and tell how they differed from the subject of to-day's lesson.

Antigone, Cleopatra, Elizabeth, Helen of Troy, Joan of Arc, Aspasia, and Cornelia are named as favorites by various members of the class, and the strong and weak points of Zenobia are compared with those of the favorite.

What do you think of Zenobia's action in permitting her friends, especially her old and faithful teacher Longinus to be put to death in order to save her own life?

The admirers of Zenobia endeavor to palliate the cowardice, others condemn it.

Do you know of any woman who would have died for her country?

Joan of Arc and the mother of the Grachii are cited.

For the next lesson the pupils are directed to read certain pages of a particular history, a few copies of which are placed at their disposal.

WHEN I first began to visit the Prussian schools, I uniformly inquired of the teachers whether, in teaching children to read, they began with the "names of the letters," as given in the alphabet. Being delighted with the prompt negative which I invariably received, I persevered in making the inquiry, until I began to perceive a look and tone on their part not very flattering to my intelligence in considering a point so clear and so well settled as this, to be any longer a subject for discussion or doubt. The uniform statement was, that the alphabet, as such, had ceased to be taught as an exercise preliminary to reading, for the last fifteen or twenty years, by every teacher in the kingdom.

Whoever will compare the German language with the English, will see that the reasons for a change are much stronger in regard to our own, than in regard to the foreign tongue. The practice of beginning with the "Names of Letters" is founded upon the idea that it facilitates the combination of them into words. On the other hand, I believe that if two children, of equal quickness and capacity, are taken—one of whom can name every letter of the alphabet at sight, and the other does not know them from Chinese characters, the latter can be most easily taught to read,—in other words, that learning the letters first, is an absolute hindrance. —HORACE MANN. (*Seventh Annual Report*, 1844.)

Do pupils assume faulty postures—stooping or twisting? or do they sit and stand erect?

Does the teacher neglect the pupils' health? Do the use of tobacco and other evil habits prevail? Are the children's recitations too violent, or otherwise injurious?

IF a study cannot be made useful, why teach it? Is it possible even to put into use, "I go, you go, he goes; we go, you go, they go." Would repetition of the so-called rule, "The subject of a finite verb must be in the nominative case," a thousand times make it so in English? What does it mean? Take the sentence, "Snow is white." Why is snow the subject? Now tell some *other* reason why it is in the nominative case? Now repeat the so called rule, substituting for the words, "nominative case," the word "subject." Have you changed the meaning? Take another rule, "Active transitive verbs *govern* the objective case," and apply it in the sentence, "The ball struck the boy." You say "boy" is in the objective case. Well, change the sentence to "The boy struck the ball." Now, in what case is "boy?" Notice, the form of the word, "boy," is unchanged. Its *relation* is changed in the sentence, not its case. We have few *cases* in English. Why continue to teach absurdities?

HORSFORD'S ACID PHOSPHATE,

ASSISTS MENTAL LABOR.

Prof. ADOLPH OTT, New York, says of the Acid Phosphate: "I have been enabled to devote myself to hard and mental labor, from shortly after breakfast till a late hour in the evening without experiencing the slightest relaxation, and I would not now at any rate dispense with it."

BOOK DEPARTMENT.

NEW BOOKS.

THE PHILOSOPHY OF EDUCATION; OR THE PRINCIPLES AND PRACTICE OF TEACHING. By T. Tate, F.R.A.S. With an Introduction and Annotations by Edward E. Sheib, A.M., Ph.D., Principal of the Louisiana State Normal School. New York: E. L. Kellogg & Co., 1885. 331 pages. Price, $1.00.

This book has long held a high place among educational books, and although published nearly thirty years ago, it is safe to say that no more lucid and compact statement of educational principles has since been made. It satisfies the inquiring mind, for it deals with fundamental principles and shows most interestingly how the best educational practice comes from them. It embodies the experience of a life as a practical educator, and covers subjects nowhere else discussed; for it shows the philosophy of education in connection with the practice of it.

It is divided into five parts: Method Applied to Education—The Cultivation of the Faculties, Moral and Intellectual—A Comparison of Different Methods and Systems—The Application of Different Systems to the Various Branches—and School Organization and Discipline. The chapter on the Elements of Method, alone is worth the price of the book. Some teachers may think that its style is dry and repulsive; on the contrary, it is full of pith and interest. No teacher, however elementary, can fail to understand every line. In this consists its great value, for while it deals most thoroughly with fundamental principles, it does not remove itself to the upper regions of clouds and mists. The style is clear and interesting to any one wishing to know the hows and whys of teaching.

A very valuable feature of the book is the annotations by Mr. Sheib, explaining and elucidating the text wherever necessary. For instance, on page 62 the text reads: "All our knowledge is derived from three sources, viz., *Sensation*, *Reflection*, and the *Primitive Laws* (*Intuitions*) involved in our mental operation." The foot-note adds: "The term 'primitive laws' is used by Mr. Tate as writers on mental science now use the term 'intuition'; in fact, he uses the latter term a few lines below."

Another important feature is that such matter as is of comparatively little interest to teachers now, owing to differences of condition, and such as simply illustrates the principles laid down, is put in without leads, thus saving space and directing the reader at once to the most important matter.

The type is clear, paper and press-work is excellent; the binding—dark green cloth, unique and tasteful—a thoroughly well-made book, as all of this firm's books are.

THOSE DREADFUL MOUSE BOYS. By Ariel. Boston: Gian & Co. Price, $1.25.

This is a story with a moral for young and old. It is apparently a story of mice, in which two mouse boys, twin brothers, are very mischievous and torment and tease their little sister, but underlying it is a marked vein of originality in treatment and conception, from which all imaginative persons can deduce a moral applicable to human life. Its plan is to show the contrast between narrow, selfish minds and broad, generous ones. Children will not only be amused in reading it, but will be unconsciously instructed.

It is profusely illustrated and neatly bound in cloth.

LOYAL TO THE KING. By E. A. W. New York: Thomas Y. Crowell & Co. Price, $1.00.

This is a little book of 200 pages, nicely printed and bound, detailing the manner in which a young lady who led a good Christian life brought joy to her family, who for many years had been deaf to the word of God. Her comforting words in moments of trouble and grief endeared her to all who came within the range of her influence. The soothing tone which pervades the whole story will be found to have a wholesome effect upon the reader.

CHAUTAUQUA YOUNG FOLKS' ANNUAL. Illustrated. Boston: D. Lothrop & Co. Price, board covers, $1.00; cloth, $1.50.

Contains eight series of articles, namely: "The Children of Westminster Abbey," by Rose G. Kingsley; "Souvenirs of My Time," by Mrs. Jessie Benton Fremont; "The Temperance Teachings of Science," by Prof. A. B. Palmer; "Ways to do Things," by various authors; "Boys' Heroes," by E. Everett Hale; "Entertainments in Chemistry," by Harry W. Tyler; "The Making of Pictures," by Mrs. Sarah W. Whitman; "Search Questions in American Literature," by Oscar Fay Adams. It is a typical book of the best instructive reading for children, imparting information and holding the attention. It is nicely illustrated and tastefully bound.

STEM TO STERN; OR, BUILDING THE BOAT. By Oliver Optic. Boston: Lee & Shepard. Price, $1.25.

Perhaps no American writer is better known or more loved by the boys than Oliver Optic. The present volume is No. 4 of the Boat Builder series, and is a story of adventure on Lake Champlain and its shores. The hero is a boy whose struggles upward and onward in the path of life will not fail to interest and call forth a spirit of emulation in the young reader. Under ordinary circumstances he is humble and peaceful, but is ever ready to stand up in the right for those whom misfortune has placed under his protection. The object of the story is to induce boys to look upon manual labor as respectable and honorable and to adopt it as a pastime or the business of life. Many boys will look upon this volume as perhaps his greatest treasure. It is well printed and neatly bound in cloth.

ART FOR YOUNG FOLKS. Illustrated. Boston: D. Lothrop & Co. Price, $2.00.

For any one, young or old, interested in art, this volume will be found especially entertaining. It is divided into two parts. In the first is described what will be found most worthy of note in visiting the water color exhibitions; and in a separate chapter full instructions are given in the materials needed by the young would-be artist, with general rules in drawing, figure, perspective, landscape, etc. In the second part of the book is given a number of biographical sketches of some of the most noted artists, and each is accompanied by a portrait and a view of the studio. No more acceptable gift could be made to an intelligent boy or girl. The book is beautifully bound, with illuminated covers and full gilt edges.

LESSONS ON COLOR IN PRIMARY SCHOOLS. By Lucretia Crocker. Chicago. S. R. Winchell & Co. Price, 30 cents.

The plan was prepared for use in the Boston primary schools, but has deen revised with the design of wider circulation. The course as presented takes three years in teaching. The first year's plan is to train the children in form and color. The plan for the second year is to train the children to perceive symmetry of design in connection with harmony of colors. The third year is taken up in mixing and analyzing colors, and treats of the prismatic colors and the solar spectrum. The book is in pamphlet form and will be an excellent guide for those teachers who wish information and direction on this important subject.

EIGHT STUDIES FOR DRAWING FOR CHARCOAL AND CRAYON. From original designs. By Frank Fowler. Reproduced by the Heliolype Process. New York: Cassell & Co. Price, with text book, $2.50.

This set is composed of seven plates of different parts of the human figure, each plate showing the section in outline and in finish. The first plate treats of the eye and the mouth, the second of the hand, the third of the foot, the fourth of the nose and profile of features, the fifth of the features complete and the head, the sixth gives an outline sketch and finish of the front view of a full male figure, and the seventh of the back view of a full female figure. The series being graded will be of much valuable use to students in free hand drawing, in giving the correct principles and outlines.

COLOR AND FORM. Chicago: S. R. Winchell & Co.

The above name is given to a very elaborate and complete scientific preparation of material made of fine card board for the purpose of teaching color and form in Kindergartens and primary schools. It is divided into two groups or boxes and arranged for a three years' course of study. The first box contains all the geometric forms and colors it is desirable to teach the first year; and the second box all the necessary material for the second and third years; the material in each arranged in envelopes, one for teacher and four for pupils. This system is the result of several years' experience, and the material was especially manufactured to accompany the manual, "Lessons on Color for Primary Schools," by Miss Crocker. It is without doubt one of the most comprehensive and intelligent methods of teaching this study that has yet appeared.

THE CENTURY ILLUSTRATED MONTHLY MAGAZINE, MAY TO OCTOBER, 1885. New York: The Century Co.

Here we have this excellent magazine in perhaps its most satisfactory shape. It is bound the same as last year, in embossed gilt cloth. In this form the magazine becomes particularly handy as a cyclopædia of current information on matters of importance. Perhaps its most valuable papers are those on the late war contributed by Generals Grant, McClellan, Fitz John Porter, Horace Porter, Badeau, Longstreet and others, who are authorities from their various points of view.

The poetry of the volume comprises some of the best that has been written during the year. "Open Letters" is a very interesting department. The illustrations, as all readers of *The Century* know, are of surpassing excellence, and represent all phases of life in all parts of the world. The true place of this volume is in the library, and no American library can be complete without it.

SUGAR AND SPICE AND ALL THAT'S NICE. Boston: Roberts Bros. Price, $1.25.

This volume is a collection of special favorites of the "Mother Goose Melodies," including some of the best known favorites of Edward Lear, Lewis Carroll, and from other nursery books. It will please any small boy or girl and is entirely free from anything that would offend a sensitive child. It is beautifully bound in cloth and copiously illustrated.

WORTHINGTON'S ANNUAL, 1886. New York: R. Worthington.

This is a series of interesting stories, biographies, papers on natural history and other entertaining and instructive reading for the young; illustrated by more than five hundred engravings by leading American and English artists, with a number of full-page designs in bright and lively colors. The typography is large and clear, just suitable to the younger ones to read for themselves; and the volume is printed on heavy paper and bound in very attractive style.

ST. NICHOLAS, Nov. '84 to Oct. '85. An illustrated magazine for young folks, conducted by Mary Mapes Dodge. Bound volume XII., in two parts. Price, $5.00; $2.50 per part.

The contents include illustrated serials by many of our best and most popular authors; special papers and papers about animals by those that have made a study of the subjects treated; and bright, short stories, poems and music from leading American writers, poets and composers. The illustrations are by artists of the first rank and the departments are remarkably interesting. Altogether these volumes constitute a Christmas treasure such as any youngster—or for that matter any "oldster"—may consider himself lucky to get.

INITIALS AND PSEUDONYMS. A Dictionary of Literary Disguises. By William Cushing, B. A. New York: Thomas Y. Crowell & Co.

This is a most valuable work and one much needed. There are smaller ones in existence, but this is the first attempt at a complete dictionary of Initials and Pseudonyms. In the first part of the work the real name follows the assumed; in the second part it precedes it, after the manner of English-Latin and Latin-English dictionaries. The following are items taken at random from the body of the book, and show something of its value:

"Bede, Adam. *Robert Evans.* Adam Bede himself was the authoress' own father, Mr. Robert Evans. . . . His brother Samuel [was] the Seth of the novel. . . . Elizabeth Tomlinson [was] Dinah Morris. A poor girl, Mary Voce, was Hetty. The [London] *Sunday Magazine*."

"Pansy. *Mrs Isabelle M. Alden.* Ester Reid; or, Asleep and Awake. Cin., 1870."

"Pastor, Tony. *Harlan Halsey.* 201 Bowery, songster. N.Y., 1867."

"Locke, David Ross, 1833. *Petroleum V. Nasby.* An American humorist; b. at Vestal, Broome Co., N. Y.; became a printer, and after having charge of several other sheets, is the editor of the Toledo (O.) *Blade*."

The ground covered is that of American and English pseudonyms from the beginning of the eighteenth century to the present time, with the addition of a few Continental ones. The author has had access to a similar work by Mr. Albert R. Frey, of the Astor Library, New York City, the Harvard University Library and other reliable sources of information, so that its correctness may be safely relied upon.

BEAUTIES OF TENNYSON. With twenty illustrations. By Frederick B. Schell. Philadelphia: Porter & Coates.

The title of this volume expresses exactly what it contains: some of the most beautiful thoughts culled from the writings of Tennyson. It is elegantly illustrated, each selection being accompanied by a beautiful descriptive picture. It is one of the veriest gems the season has called forth.

SHAKESPEARE'S KING RICHARD III., with Introduction, Notes, Examination Papers, and Plan of Preparation. By Brainerd Kellogg, A. M. New York: Clark & Maynard. $3.00 per dozen.

One who has never made a thorough *study* of Shakespeare's plays cannot imagine the pleasure to be derived from so doing. The enjoyment of *simply reading* them is marred by the consciousness of having failed to grasp a great deal that is in them; the book is laid down with a sigh and a wish for time for closer study. If this is found and the attempt made a greater need is felt of a systematic plan to work upon, and more knowledge of the historical interests entering into the play. To meet just such necessities these studies in Shakespeare have been prepared. The "Plan of Study" at the beginning of the book shows one how to go to work systematically. It includes the plot or story of the play, the characters, the influence of the characters upon each other, complete possession of the language, power to reproduce or quote, and power to locate. Then follow some explanations of Shakespeare's grammar and versification; then a valuable introduction to the play, giving an account of its origin and a relation of the historical events upon which it is founded.

Perhaps the most valuable of all are the careful and full annotations following the play, which make clear the meaning of every phrase that is at all obscure. A few examination papers at the end show how similar ones may be prepared to test the student's "possession" of each act or scene. It is an excellent book, within the reach of pupils of ordinary means.

HOW TO GRADE AND TEACH A COUNTRY SCHOOL. By John Trainer. Decatur, Ill.: Published by the author. Price, $1.50.

The problem which this book proposes to solve is one by no means the least difficult with which the teacher has to contend; and considering how much success depends upon it, any practical suggestion will be hailed with delight. The plan is the outgrowth of a successful career as Superintendent of Public Schools of Macon Co., Ills., and is designed, as its title suggests, expressly for the country school teacher. In the introduction the author portrays a typical country school in which there it little or no system. He proceeds to take such a school in hand and organize a system for the development of better understanding by the pupils, by laying out a course of study and classifying into the different grades. He then makes many practical suggestions on examinations, keeping school records, making awards to pupils, and other points which the wise teacher will do well to consider. This takes up about one-third of the book and the rest is devoted to the outlines of study for the primary, intermediate and advanced grades. Altogether, the book is one which teachers in the country schools will find of much value, as embodying the views of a practical teacher and not a theorist. The book is well printed and neatly bound in cloth.

MANUAL OF THE BOTANY (PHÆNOGAMIA AND PTERIDOPHYTA) OF THE ROCKY MOUNTAIN REGION. From New Mexico to the British Boundary. By John M.

Coulter, Ph.D. New York and Chicago: Ivison, Blakeman, Taylor, & Co. 452 pages, with Glossary, 28 pages.

This Manual does for its own range what has been for a long time so admirably done for the Northeastern States by Dr. Gray's Manual. In the preparation of this book the author has had peculiar advantages, having brought to his task long personal experience in the region covered by his book, and gathered from many collectors the results of these labors. The Rocky Mountain Region has a flora of its own, and needs a special book for its description. This edition only claims to be a compilation—an orderly arrangement and sifting—of scattered materials. No doubt in future editions many corrections will be made, but at present it is far more complete and accurate than any similar work; in fact, there is no book filling its place. The ordinal sequence adopted by Beuthane and Hooker's *Genera Plantarum* has been followed. To save space only the most important references and synonymy are given, while geographical range is reduced to its lowest terms, the collectors' names being almost entirely omitted. As in *Gray's Manual*, contrasting characters are italicised. This is done to facilitate the work of the student. Specific descriptions have been so reduced that no unimportant characters are given. The book is excellently printed and bound, and in every way a worthy companion to the incomparable works of the eminent Dr. Gray. We congratulate the publishers on so valuable an addition to their botanical series. Botanists everywhere will not fail to obtain a copy of it.

THEORY AND PRACTICE OF TEACHING; or, The Motives and Methods of Good School-Keeping. By David P. Page, A. M. To which is added a biographical sketch of the author. A new edition, Edited and Enlarged. By W. H. Payne. New York: A. S. Barnes & Co.

Page is the American Pestalozzi. He saw the teachers working along in the ruts of ages, saw how far short of its purpose their work fell, felt the injury being done to the children, and the necessity of arousing the teachers to better work. Writing with the sense of all this weighing upon him, and knowing how to adapt his instruction to the class of people addressed, it is not a wonder that his book should have accomplished great good. No educational book has been so widely read, or has exerted so powerful an influence in moulding thought as this. With all our "new" education and "new" philosophies, it stands like Mont Blanc, so far above all recent works as to be out of the reach of criticism. Its precepts are for to-day, and if all teachers would study its teachings and imbibe its spirit, it would cause the greatest revolution in teaching the world has seen. We look upon it as a sort of educational evangel, a kind of "Gospel according to St. Page," and it is safe to predict that, as time passes, its pre-eminent beauties and wisdom will be more and more widely acknowledged.

KINDER-UND HAUSMARCHEN DER GEBRUDER GRIM. Selected and Edited, with English Notes, Glossary, and a Grammatical Appendix, by W. H. Van der Smissen, M.A. Boston: D. C. Heath & Co. Price, 85 cents.

Gradually the old grind is going out, and live interest is being brought into the whole field of study. Here we have charming stories for beginners in German, who, according to the old methods, would have been parsing, and declining, and translating disconnected sentences. The story of "Little Red Riding Hood," of "Cinderella," the "Sleeping Beauty," and others, familiar and fascinating, selected because of their simplicity of thought and diction, and their easy comprehension as a whole, are here arranged in progressive order, and printed in Roman characters. This last is done partly in order to accustom the pupil to the appearance of German words in this character, which is rapidly coming into use in Germany, and partly for the sake of the pupil's eyes.

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TEN BOYS WHO LIVED ON THE ROAD FROM LONG AGO TO NOW. By Jane Andrews. Boston: Lee & Shepard. $1.00.

It is next to impossible for a critic to be critical over such a book as this. One is filled with admiration at its perfectness, and can only declare, of all its pages not only that they should be bound in velvet and gold, but proclaimed as classic literature wherever English is spoken. Particularly to one that has studied the art of teaching—or rather the art of learning—does the method of this little book appeal. Its exquisitely simple style renders it as truly a delight to young readers as it is attractive to the more mature mind.

A look at the table of contents will reveal to the reader whose curiosity is touched by the title, that the "Ten Boys" referred to are "Kabtu, the Aryan boy who came down to the plains of the Indus; Darius, the Persian boy; Cleon, the Greek boy, who ran at the Olympic games: Horatius, the Roman boy; Wulf, the Saxon boy, who helped to make England; Gilbert, the page; Roger, the English lad; Ezekiel Fuller, the Puritan boy; Jonathan Dawson, the Yankee boy; and finally Frank Wilson, the boy of 1885." These chapter-headings convey the outline and purport of the book as definitely as can be done in a brief review; for a fuller understanding, one must read it; and it is to be hoped that many will read it, and especially that it will be found in our schools, where it will be a priceless treasure. It is not a wonder that our poet Whittier was so struck with the power and charm of "this remarkable book," as he calls it, as to declare that in many respects he knew nothing equal to it in all his acquaintance with juvenile literature.

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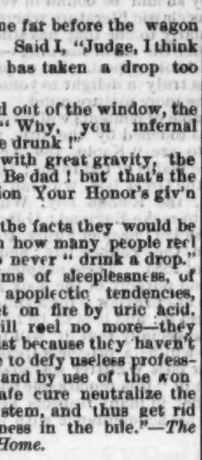

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CASH CAPITAL	$3,000 000 00
Reserve Premium Fund,	2,847,565 00
Reserve for Unpaid Losses and Claims,	405,798 64
Net Surplus,	1.141.726 91
CASH ASSETS,	$7,395,090 55

SUMMARY OF ASSETS.

Cash in banks,	$351736 41
Bonds & Mortgages, being 1st lien on R'l Es't	1,005,400 00
United States Stocks (market value),	2,845,635 00
Bank & R. R. Stocks & Bonds, (m'k't value)	1,699,400 00
State & City Bonds, (market value),	222,000 00
Loans on Stocks, payable on demand,	254,050 00
Interest due on 1st January, 1886,	105,682 45
Premiums uncollected & in hands of agents,	356,002 72
Real Estate,	655,183 97
TOTAL,	$7,395,090 55

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A CAMBRIDGE car-driver was asked if he knew Longfellow. "I orter know him," says he; "I've driv' right by his store half-a-dozen times a day for five years." H. W. Longfellow, *the grocer*, was apparently the only man of the name within the compass of his intelligence.

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"Malarial vapors, though she made no particular complaint, not being of the grumpy kind, yet causing me great uneasiness.

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"The dear creature just looked over my shoulder, and says I 'can flatter equal to the days of our courtship,' and that reminds me there might be *more pretty wives* if my brother farmers would do as I have done."

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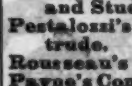

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